

# The History Teacher's Magazine

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Number 6.

PHILADELPHIA, JUNE, 1914

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## CONTENTS

	PAGE
The Choice and Use of Books Relating to The History of Greece, by Prof. G. W. Botsford - - - - -	171
The Text-Book Method, by Prof. R. W. Kelsey - - - - -	177
Preparation for the High School Teacher of History, by Prof. N. M. Trenholme	178
Present Tendencies in High School History Teaching, by Thomas P. Marshall	179
Suggestions for Beginners in the Teaching of History by F. E. Moyer -	182
Outline of European History: X. The Triumph of Democracy, by Dr. D. C. Knowlton and Dr. A. M. Wolfson - - - - -	183
English Historical Association - - - - -	185
Reports from the Historical Field, by Walter H. Cushing - - - - -	186
Answers to Inquiries - - - - -	190
Book Reviews, Edited by Prof. Wayland J. Chase - - - - -	191
Recent Historical Publications, Listed by Dr. C. A. Coulomb - - - - -	195
Periodical Literature, by Dr. Mary W. Williams - - - - -	197
Class-Room Instruction Card - - - - -	198

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## The Choice and Use of Books Relating to the History of Greece

BY GEORGE WILLIS BOTSFORD, COLUMBIA UNIVERSITY.

The choice and use of books for collateral reading in history, as in every other subject, depends mainly upon the qualifications of the teacher. It is especially necessary to emphasize this fact in connection with ancient history, because of the idea prevailing among American educators that this subject can be taught without preparation. Whereas there is an adequate number of teachers of physics and chemistry, of Latin, or of modern history who are well equipped for work in high schools, educators far too often assume that a teacher of Greek history is sufficiently prepared for "hearing a lesson," if he has merely glanced over the text-book assignment on which the pupils are to recite. This absurd condition is due to our craze for the "practical," which neglects ancient history because it seems too remote to be worthy of consideration. The resulting general ignorance of the subject has its disagreeable features. Under present conditions it is perfectly feasible for a man who has no knowledge of ancient history, beyond what he has picked up in a few second-rate manuals, to prepare a text-book which, backed by powerful publishers, will spread like wildfire over the entire country. Reviewers of such books as a rule are either too unacquainted with their subject or too tender-hearted to expose the fraud. It often happens, too, that American scholars, in treating of mediaeval or modern conditions for publication, desire to go back to the ancient antecedents of their subjects. In such cases, wherever they enter the ancient field, almost invariably they indulge in absurd blunders regarding the most elementary matters. The same condition makes it possible for an enormous foreign fakir of ancient history to traverse our country sounding the brass band of self-glorification amid the clashing of newspaper cymbals, while the people of culture grovel in the dust before him as though engaged in the orgiastic worship of some Phrygian nature-god. Meanwhile those who see through the tricks of the charlatan can only feel humiliation at the disgraceful proceedings. These words are here written from a sense of duty, that by touching the national pride they may help cure the evil. No people are more capable of scholarship and culture than Americans; and there is no reason why we should forever remain the dupes of either domestic or foreign quacks, or why in genuine learning and cul-

ture we should not in every field produce something to offer the Europeans in exchange for their gifts to us.

How then may we recover from the present condition and put ourselves on as sound a footing, for example, as the English and the Germans? The duty devolves primarily on our colleges and universities, in which with very few exceptions those giving instruction in ancient history have had no special preparation whatever for their work. The authorities of these higher institutions should appoint none but especially qualified persons to this function as to others, and the demand will soon produce an adequate supply. Meanwhile those who are planning to enter upon the teaching of the subject in secondary schools may help the reform by making a substantial preparation, beginning with the college course, or if possible, earlier. It should include first of all a study of the Greek language, not for grammatical or philological purposes, but with a view to facility and accuracy in reading. It is true that translations are a great aid even to one who has a fair mastery of the language, but they are generally the work of literary men who have no interest in the problems of history and who often, through their rendering, unconsciously settle important questions under controversy. In other words, the translation is not an actual source but an interpretation by the translator. The delicate study of the mentality of an author, too, can be made only through his own language. For example, the reading of a single chapter of Thucydides in the original will open the eyes of the reader to the mental qualities of the historian which remain unrevealed in Jowett, and which could hardly be made clear by any amount of description.

Naturally the college student who is looking forward to teaching ancient history should include studies in ancient life as well as a fair amount of history of other times. It hardly need be said that one who lacks thorough preparation can, with ambition and energy, accomplish much toward making good the deficiency, or that the personality of the educator counts for more than knowledge. Such primary facts may be taken for granted; but it should be noted that the study of methods without the substance is merely a training in the quackery denounced at the beginning of this paper. It is better to take one course in



Greek history under a good instructor than ten courses in the methods of teaching the subject.

At least a year's graduate work should be devoted to specializing in the field in one of our universities which provide for advanced instruction in the subject. Excellent courses of the kind are often given in summer sessions. Among the auxiliaries to the study of Greek history, beyond the language itself, are German and French. A teacher who is limited to the English language must content himself with an exceedingly narrow and relatively backward range of ideas. There is nothing in any language to compare with Busolt, G., "*Griechische Geschichte*," second edition now under preparation, for thoroughness in the use of all sources and modern literature, or with Meyer, E., "*Geschichte des Altertums*," as a comprehensive, up-to-date treatment of ancient times. All histories of Greece in English seem relatively out of date compared with Beloch, J., "*Griechische Geschichte*," second edition, at present under way.

If, however, the teacher of Greek history should be interested in economy, he would find it necessary to make use of French authors. No works in any language can equal Guiraud, P., "*Études économique sur l'antiquité*" (Paris, 1905); "*La propriété foncière en Grèce*" (Paris, 1893); Francotte, H., "*Les finances des cités grecques*" (Paris, 1909); "*L'Industrie dans la Grèce ancienne*," 2 vols. (Brussels, 1900). Valuable, too, is Cavaignac, E., "*Études sur l'histoire financière d'Athènes au V<sup>e</sup> siècle*" (Paris, 1908). Along with works of this class we may rank Böckh, A., "*Staatshaushaltung der Athener*," 2 vols. (third ed., 1886), the English translation of the first edition being far behind the times. Our interest in economy ought to encourage the use of these books in colleges and even by the secondary teacher. A kindred subject is the association, industrial, religious, and social, which cannot be studied in any English works, but which has found adequate treatment in Poland, F., "*Geschichte des griechischen Vereinswesens* (Leipzig, 1909).

Although in special fields, as well as in the general subject of Greek history, the productions of English-speaking scholars have not kept abreast of the progress on the Continent, it is true that there is available to the English reader a vast amount of excellent material, much of which is thoroughly up to date. In the first place, nearly all the literary sources, not only the historians, but also the poets, orators, and philosophers, have been translated. For these works perhaps it will suffice here to refer the reader to Hazen, C. D., Bourne, E. G., and others, "*Historical Sources in Schools*" (Macmillan, 1902), p. 21 ff. The reader should be cautioned against accepting too readily the comments of the authors. The remark on p. 1 regarding Dionysius, for instance, is entirely wrong, and that regarding Mommsen on p. 2 is at least misleading. It is to be borne in mind further that though a critical question can be settled only by an appeal to the text in the original language, for general purposes a reader can come nearer to the life and thought of the Greeks by the use of translations than

through modern histories. On the other hand, it is to be noted that often a source, without elaborate interpretation, will give the pupil or even the teacher an entirely wrong impression. This principle holds, for instance, for the first four chapters of Aristotle's "*Constitution of Athens*." The critical and explanatory apparatus for the treatment of this short passage would fill a fair-sized volume. Generally there are various sources bearing on a subject, any one of which when taken alone gives but an imperfect or faulty view; and the process of sifting and combining sources can only be learned by long laborious study.

Among the collections of sources are Fling, F. M., "*Source Book of Greek History*" (Heath, 1907), valuable to the ambitious, thinking teacher or pupil for its critical questions; Botsford, G. W., "*Source Book of Ancient History*" (Macmillan, 1912), designed for pupils of somewhat more elementary grade. Mention may be made, too, of Botsford and Sihler, E. G., "*Records and Documents Relating to the History of Greek Civilization*," a large volume of translated sources, including inscriptions and papyri, to be printed within the next twelve or fifteen months by the Columbia University Press. For philosophy, see Bakewell, C. M., "*Source Book in Ancient Philosophy*" (Scribner, 1909); for education, Monroe, P., "*Source Book of the History of Education for the Greek and Roman Period*" (Macmillan, 1910).

Here the writer may as well explain that he has primarily in mind the secondary teacher as the reader of the books mentioned in this paper. It is far more incumbent on the teacher than on the pupil to read; he should, in fact, aim to make himself acquainted with all the more important literature relating to his subject, and should approach a given lesson, not as a slave to the text-book, but as a master of the topic under consideration. When that condition is met, the problem of assigning readings will solve itself.

It may be in place here, however, to explain that the object and method of the pupil's reading are far more important than the books read, and the same principle holds for text-book study. From first to last the pupil should be given to understand that he is not to read or study a given chapter or a given set of pages in any book; he should be assigned rather a definite subject for examination and report. The study should follow the method of knowledge discovered by Socrates: (1) the ascertainment of definite, concrete facts, on which (2) a generalization is to be formed. This process of induction is almost wholly wanting from the primary grades to the graduate schools. In the effort to avoid the "mere memorizing" of facts, educators have gone to the deplorable length of cramming the heads of pupils with mere opinions, with the result that the average college student is an expert at expressing opinions, though ordinarily unable to state on what subject the opinion is given. Instead of strengthening the mind such education demoralizes it.

Loose habits of thought are especially liable to growth in the various fields of culture, such as philosophy, individual and national character, art, litera-



ture, and social conditions. It is easy for a pupil to descant through many vaporous pages on the glory of Greece or to fall into wordy raptures over the unrivalled beauty of the Parthenon. It is perfectly feasible, however, even in these subjects to follow a scientific method of study. The pupil should learn to describe definitely, for instance, the elements of a Greek temple, to distinguish the principal ground plans and the orders of architecture, and to trace the development of the temple from the beginning to the end of Greek history; so that he will be able by the study of a picture to classify the art object represented, and to determine its age. In the study of social conditions he should deal as definitely with the concrete facts. He could ascertain, for instance, the social classes at Athens in the fifth century B. C., the approximate number in each, their relations to each other and to the state, their occupations, and their economic condition. The dress, the habits of private and social life, the means and the cost of living are examples of subjects capable of concrete treatment.

Although wars are said to be more attractive to boys than any of the subjects mentioned above, there is no reason why history should cater to their belligerent appetites. After they have grown up and have become peaceful citizens, they will be glad to have studied the great contributions of Hellas to civilization rather than her petty wars and political squabbles. The best practical criterion in the choice of subjects for reading would be some such question as the following: What elements of ancient Greek life ought to be remembered by one who wishes to make of himself an intelligent and useful citizen and member of society of to-day?

Among the large general histories a leading place is held by Grote, G., "History of Greece," 12 vols. (Harper). Although it needs correcting and supplementing in the light of new discoveries, it has by no means been superseded. The masterly chapters on Solon, Cleisthenes, Pericles, and Demosthenes are especially recommended. It was Grote's achievement to discover the value of the Greek democracy. Doubtless his estimate is too high; yet under the conditions of to-day—particularly the dominance of imperialism and the worship of the strong man—the pendulum of judgment has swung even farther in the opposite direction. That German scholars admire Bismarck and annex Greek history to their imperialistic propaganda is no reason why we, too, should denounce Demosthenes as a demagogue or as a blear-eyed, deluded patriot. Although democracy failed, it was creditable to the Hellenic republics to attempt the political, economic, and cultural elevation of their common citizens; and the failure of Greek democracy in the fourth century B. C. foreshadowed from afar the degradation of the laboring masses throughout the civilized world into mediaeval serfdom.

No one now resorts to Curtius, E., "History of Greece," 5 vols. (Scribner), for anything but an artistic appreciation of Hellenic genius; for that purpose it may still be recommended. Holm, A., "History of Greece," 4 vols. (Macmillan), is one of the most useful of the available general histories, in spite of

Beloch's recent remark that the work is "as dead as a door-mouse." It is generally reliable, yet as compared with Beloch, dry and unimaginative. Of about the same compass as Holm, though lacking his critical notes, is Bury, J. B., "History of Greece" (new ed., Macmillan, 1913; library ed., 2 vols., 1902). Bury differs from the other authors mentioned in this paragraph in not being a specialist in Greek history but a writer on many subjects. It is to be noted, too, that in general an English historian of Greece limits his treatment to political matters, whereas the German includes culture as an integral part of his subject. Abbott, E., "History of Greece," 3 vols. (Putnam, 1895-1900), reaches only to the end of the Peloponnesian war; it is reliable though lacking in inspiration. Cavaignac, E., has begun a history of ancient times, "Histoire de l'antiquité," of which the second volume only has thus far appeared, "Athènes, 480-330" (Paris, 1913), resembling Beloch in its emphasis on economy. To these general histories may be added those of Meyer, Beloch, and Busolt, mentioned above.

Often greater profit may be derived from works on special epochs or phases of Greek history, including the biographies of eminent men. For Sicily, Freeman, "History of Sicily," 4 vols. (Clarendon Press, 1892), is still the best work in English. The same author has a history of Sicily in one volume (Story of the Nations). As evidence that the Italians are doing something worth noticing in this field, mention may be made of Pais, E., "Storia della Sicilia e della Magna Grecia" (Torino, 1894), a work of great learning, and Giuliano, L., "Storia di Siracusa antica" (Catania, 1911), popular but reliable. For the Persian war, see Grundy, G. B., "The Great Persian War" (Scribner, 1901), chiefly military. While scholars agree that Herodotus has greatly exaggerated the number of men in the various armies engaged in this war, they are all at odds as to the actual numbers. Among the better biographies are Abbott, E., "Pericles" (Heroes of the Nations); Wheeler, B. I., "Alexander" (the same); Hogarth, D. G., "Philip and Alexander of Macedon" (Scribner, 1897).

On physical conditions, Myres, J. L., "Greek Lands and the Greek People" (Clarendon Press, 1910), though merely a lecture, is epoch-making. The substance is included in Zimmern, A. E., "Greek Commonwealth" (Clarendon Press, 1911), pt. i. The best historical atlas is Shepherd, W. R., "Atlas of Ancient History" (Holt, 1913). See also Sieglin, W., "Schulatlas zur Geschichte des Altertums" (imported by Lemcke and Büchner, N. Y.), a useful and inexpensive work; Kiepert, H., "Atlas Antiquus" (Sanborn), with larger and more detailed maps.

On the Cretan-Mycenaean (Minoan) period all the general histories—excepting the new edition of Meyer and of Beloch—as well as the earlier monographs, are out of date. The best works are Hawes, C. H., and H., "Crete the Forerunner of Greece" (Harper, 1909), a brief but reliable summary without illustrations; Baikie, J., "The Sea-Kings of Crete" (London; Black, 1910), popular though generally trust-

worthy, well illustrated; Evans, A., "The Nine Minoan Periods" (Macmillan), summary by the excavator; also his "Atlas of Minoan Antiquities" with explanatory text (Macmillan), a selection of illustrations; "Scripta Minoa" I (Clarendon Press, 1909), discussion not only of the writing but of many other interesting topics; Dussaud, R., "Les civilisations préhelléniques dans le bassin de la mer Egée" (Paris, 1910), abundantly illustrated; Mosso, A., "Palaces of Crete" (Putnam, 1907), useful for special topics and for the illustrations; "Dawn of Mediterranean Civilization," a defective translation of an Italian work (Milan, 1910), especially valuable for its analysis of metal objects and for its anthropological data. The author contends that the bronze age was preceded by a copper age. Tsountas and Manatt, "The Mycenaean Age" (Houghton Mifflin, 1897), a brilliant work, is in need of revision. A most valuable collection of illustrations is Maraghiannis, G., "Antiquités Crétoises," 2 vols. (Vienna, 1906, 1911). For the connection of early Hellas with the Orient, see Hall, H. R., "Ancient History of the Near East" (Methuen, 1913), to 480 B. C., by an Egyptologist. Myres, J. L., "Dawn of History" (Holt, 1911), is a brief statement of beginnings with especial reference to geographical relations.

Archaeology has revealed a new period of Hellenic history extending from the close of the Minoan age to the beginning of historical Greece, about 1200-750 B. C.—the dawn of the "iron age." Hogarth, D. G., "Ionia and the East" (Clarendon Press, 1909), though brief, is illuminating. With other English scholars he shares the hypothesis that the use of iron was brought into the Aegean world by invaders from central or southeastern Europe. There seems to be no basis whatever for the view. On the ground of more careful investigation contributors to the "Zeitschrift für Ethnologie" (beginning 1907) seem to have proved that the iron industry originated in the country about the eastern Mediterranean. Within this period fall the Homeric poems. Scholars are more and more inclined to believe in the unity of the "Iliad" and of the "Odyssey," and to grant that although the "Iliad" presupposes the "Odyssey," both may have been the work of one poet. Over the question whether Homer lived early or late in the Middle Age they are wholly at odds. One of the most suggestive studies open to the English reader is Lang, A., "World of Homer" (Longmans, 1910). See also Belzner, E., "Homerische Probleme," I (Leipzig, 1911). For Homeric life, with no attempt to coördinate archaeology, Seymour, T. D., "Life in the Homeric Age" (Macmillan, 1907). Less sound is Keller, A. G., "Homeric Society" (1902), excessively anthropological. Valuable, however, are Leaf, W., "Companion to the Iliad" (Macmillan, 1892), commentary for English readers; "Troy; A Study in Homeric Geography" (Macmillan, 1912). For the Cyclic poets, immediately following Homer, see Lawton, W. C., "Successors of Homer" (London: Innes, 1898). A satisfactory treatment of the Middle Age will not be possible till the archaeological material

belonging to it, from Sparta, Thessaly, Ephesus, Miletus, and elsewhere, has been more fully described and interpreted. Meanwhile we may expect many new and illuminating "finds."

There can hardly be recommended in connection with the ancient Greeks a subject more attractive or fruitful than their public, social, and private life. Their activities in the assembly, lawcourts, council, and administrative offices should be included; for after all has been said, the greatest creation of Greek genius was the republic; and notwithstanding the political experience of mankind during the twenty-five hundred years that separate us from Pericles, we must admit that in important respects the Greeks understood how to manage their local and municipal affairs in a way that comes near making us seem like children. Particularly their freedom from debt was a most blessed condition compared with ours. The current idea that the Greeks were great only in art and literature, in contrast with the Roman genius for administration, is due simply to a lack of acquaintance with the facts. It is noteworthy, too, that the republics were an essential condition of productivity in all other fields.

For the growth of the Athenian democracy, Botsford, G. W., "Development of the Athenian Constitution," chs. ix-xii (Ginn, 1893), though sadly in need of revision, is perhaps as good as any monographic treatment of the subject in English. In view of the general want of a good book on the subject, Greenidge, A. H. J., "Handbook of Greek Constitutional History" (Macmillan, 1896), may be recommended. A reliable work of reference on the details of Spartan and Athenian government and administration is Gilbert, G., "Constitutional Antiquities of Sparta and Athens" (Macmillan, 1895). Ferguson, W. S., "Greek Imperialism" (Houghton Mifflin, 1913), "Lowell Lectures," is an interesting treatment of one of the phases of the subject. See also Tod, M. N., "International Arbitration amongst the Greeks" (Clarendon Press). The most charming and attractive presentation of Athenian public life in the age of Pericles is Zimmern, "Greek Commonwealth," above mentioned. The picture of the Periclean age is over-idealized, and the treatment of the subjects outside that period is untrustworthy.

On social and private life, Mahaffy, J. P., "Social Life in Greece" (Macmillan, 1883), is excessively bent on showing forth certain weaknesses of Greek character, whereas other blemishes are the main subject of Sihler, E. G., "Testimonium Animae" (Stechert, 1908), a learned work. It is well for the pupil to know that, whereas in intelligence and in artistic taste, the Hellenes were a superior race of men, as human beings they fell far short of perfection. See also the following excellent manuals: Gulick, C. B., "Life of the Ancient Greeks" (Appleton, 1902); Tucker, T. G., "Life in Ancient Athens" (Macmillan, 1906); Blümner, H., "Home Life of the Ancient Greeks," translated by Alice Zimmern (London: Cassell, 1895). On the condition of women, see Donaldson, J., "Woman: Her Position and Influ-

ence in Ancient Greece and Rome and among the Early Christians" (Longmans, 1907); Carroll, M., "Woman: in All Ages and in All Countries," Vol. I. "Greek Woman" (Philadelphia: Barrie, 1907). Interesting also is Abrahams, E. B., "Greek Dress" (London: Murray, 1908). Among the more recent works on education are Freeman, K. J., "Schools of Hellas" (Macmillan, 1907); Walden, J. W. H., "Universities of Ancient Greece" (Scribner, 1909); Lavell, "Evolution of Greek Moral Education" (Kingston, Canada, 1911); Ziebarth, E., "Aus dem griechischen Schulwesen (Leipzig, 1909), epigraphic.

Remarkably close to life is art. In fact, a great part of our knowledge of social and home usages is derived from art, especially from pottery and its decorations. The best treatment of the subject is Walters, H. B., "History of Ancient Pottery," 2 vols. (London: Murray, 1905), illustrated. The coinage of a country, too, is useful, as it connects itself with economy, public life, and art. For an introduction to the subject, see Hill, G. F., "Historical Greek Coins" (Macmillan, 1906); "Handbook of Greek and Roman Coins" (Macmillan, 1899), less useful. Head, B. V., "Historia Numorum, A Manual of Greek Numismatics (new and enlarged edition, Clarendon Press, 1911) is a detailed work of reference.

Among the best works on art in English are Tarbell, F. B., "History of Greek Art (Macmillan, 1896); Fowler, N. H., and Wheeler, J. R., "Handbook of Greek Archaeology (Am. Bk. Co., 1909), a careful presentation of elements; Gardner, P., "Principles of Greek Art" (Macmillan, 1914); "Sculptured Tombs of Hellas" (Macmillan, 1896), treatment of a special subject of great value for life as well as for art; Von Mach, E., "Greek Sculpture, Its Spirit and Principles" (Ginn, 1903), in some respects the most helpful of manuals; Gardner, E. A., "Handbook of Greek Sculpture" (Macmillan, 1896), on the whole the best treatment of the subject in moderate compass; "Six Greek Sculptors" (Scribner, 1910). On the topography and monuments of Athens, see Gardner, E. A., "Ancient Athens" (Macmillan, 1902), attractive and reliable; D'Ooge "Acropolis of Athens" (Macmillan, 1909), the most detailed treatment in English; Harrison, J. E., "Mythology and Monuments of Ancient Athens" (Macmillan, 1890), technical as is the preceding; Judeich, W., "Topographie von Athen" (Munich, 1905), the most recent and authoritative work on the topography of the whole city and of Peiraeus. The study of topography and of art requires the aid of illustrations and is wonderfully illuminated by travel. Photographs and slides may be obtained of Dr. Arthur S. Cooley, Auburndale, Massachusetts. Dr. Cooley, a specialist in classical archaeology, who aided in the excavation of Corinth undertaken by the American School of Classical Studies at Athens, conducts instructive summer tours through Italy, Sicily, and Greece.

Religion is represented by Fairbanks, A., "Handbook of Greek Religion" (Am. Bk. Co., 1910), a convenient volume; Harrison, J. E., "Themis: A

Study of the Social Origins of Greek Religion" (Cambridge University Press, 1912), highly speculative; "Ancient Art and Ritual" (Home University Library); Murray, G., "Four Stages of Greek Religion" (Columbia University Press), interesting but speculative; Farnell, L. R., "Cults of the Greek States," 5 vols. (Oxford University Press), the most complete treatment; Higher Aspects of Greek Religion" (London: Williams and Norgate, 1912); "Greece and Babylon, a Comparative Sketch;" Gardner, E. A., "Religion and Art of Ancient Greece" (Harper, 1910); Halliday, W. R., "Greek Divination" (Macmillan, 1913); Philios, M. D., "Eleusis: Her Mysteries, Ruins, and Museum" (Appleton, 1906); Cumont, F., "Astrology and Religion among the Greeks and Romans" (Putnam, 1912); Collison-Morey, L., "Greek and Roman Ghost Stories" (Oxford: Blackwell, 1913); Gayley, C. M., "Classic Myths in English Literature and Art" (new ed., Ginn); Gardner, E. N., "Greek Athletic Sports and Festivals" (Macmillan, 1910), athletics being a religious activity.

Greek philosophy includes science, of which at least it is possible for secondary pupils to learn something. Cushman, "Beginner's History of Philosophy," Vol. I. "Ancient and Mediaeval Philosophy" (Houghton Mifflin), the most elementary treatment; Windelbrand, P., "History of Ancient Philosophy" (Scribner, 1899), more advanced; Zeller, E., "History of Greek Philosophy," 7 vols. (Longmans), the most concrete and authoritative treatment; Gomperz, Th., "Greek Thinkers: A History of Ancient Philosophy" (Scribner, 1901-1912), less tangible; Bevan, E., "Stoics and Sceptics" (Clarendon Press, 1913), well spoken of. Here may be included Jones, W. H. S., "Greek Morality in Relation to Institutions" (London: Blackie, 1906); Dickinson, "Greek View of Life" (Scribner, 1896); Caird, "Evolution of Theology in the Greek Philosophers" (Macmillan, 1904); Hyde, "The Five Great Philosophies of Life; A Study of the Principles of Personality" (Macmillan, 1911). Although most of these works are far beyond the secondary pupil, the teacher could read any of them with profit.

Among the many histories of Greek literature may be mentioned especially Fowler, H. N., "History of Ancient Greek Literature" (Appleton, 1902), a good brief work of reference; Murray, G., "History of Ancient Greek Literature" (Appleton, 1897), a far more readable volume; Mahaffy, J. P., "History of Classical Greek Literature" (second edition, Harper). The most admirable work on the subject is Croiset, A. and M., "Histoire de la littérature grecque," 5 vols. (Paris, new edition, 1913); cf. their "Abridged History of Greek Literature" (Macmillan, 1904). Mention should also be made of the most recent detailed German work, Christ, W. von, "Geschichte der griechischen Litteratur," I, II, 1 and 2. fifth edition prepared by Schmid, W. (Munich, 1908-1913), careful and judicious. See further Jebb, R. C., "Growth and Influence of Classical Greek Poetry" (Houghton Mifflin, 1893), trustworthy and readable;



"Attic Orators from Antiphon to Isaeus, 2 vols. (Macmillan, 1890); Bury, J. B., "Ancient Greek Historians" (Macmillan, 1909), a good introduction; Cornford, F. M., "Thucydides Mythistoricus" (London: Arnold, 1907), showing the difference between the attitude of the ancient and the modern historian; Grundy, G. B., "Thucydides and the History of His Age" (London: Murray, 1911), largely an economic study of the period. Selections from the literature will be found, not only in the Source Books mentioned early in this paper, but also in Capps, E., "From Homer to Theocritus" (Scribner, 1901); Seymour, T. D., "Masterpieces of Greek Literature" (Houghton Mifflin, 1902). Lastly among the works on literature may be mentioned "Greek Literature: A Series of Lectures delivered at Columbia University," by various scholars (Columbia University Press, 1912); "English Literature and the Classics," 9 lects. (Oxford University Press, 1912).

A teacher of Greek history acquainted with the language will want to make use of the inscriptions. Such a person may consult Hicks, E. L., and Hill, G. F., "Manual of Historical Greek Inscriptions" (second edition, Clarendon Press, 1901), which contains, p. xxvi-xxix, a select bibliography of epigraphical works.

On the Hellenistic Age, see especially Ferguson, W. S., "Hellenistic Athens (Macmillan, 1911), a thorough, scholarly work; Mahaffy, J. P., "Alexander's Empire" (Putnam, 1902); "Empire of the Ptolemies" (Macmillan, 1895); "Progress of Hellenism in Alexander's Empire" (Chicago University Press, 1905); "Greek Life and Thought from the Death of Alexander to the Roman Conquest" (Macmillan); Bevan, E. R., "House of Seleucus," 2 vols. (London: Arnold, 1902); Bouche-Leclercq, "Histoire des Seleucides" (Paris, 1913); Tarn, "Antigonos Gonatas" (Clarendon Press, 1913).

Especially attractive is the culture of the Hellenistic age. The best general treatment is Baumgarten, F., Poland, F., and Wagner, R., "Die Hellenistisch-römische Kultur" (Leipzig, 1913), with about 450 illustrations. See also the works of Mahaffy mentioned immediately above. For the science of the age, see Heiberg, J. L., "Naturwissenschaften und Mathematik im klassischen Altertum" (Leipzig, 1912), a brief book by a scholar; Tozer, H. F., "History of Ancient Geography" (Cambridge University Press, 1897); Berger, H., "Geschichte der wissenschaftlichen Erdkunde der Griechen" (second edition, Leipzig, 1903); Heath, Th. L., "Aristarchus of Samos; the Ancient Copernicus" (Clarendon Press, 1912); "Method of Archimedes recently discovered by Heiberg" (Cambridge University Press, 1912); Ball, W. W. R., "Short Account of the History of Mathematics" (Macmillan, 1912). Puschmann, T., "History of Medical Instruction" (London, 1891).

Lastly we may group together a few general helps and miscellaneous works. The most convenient dictionary is Harper's "Dictionary of Classical Literature and Antiquities," by H. T. Peck (Harper, 1897); see also Smith, W., "Dictionary of Greek and Roman Biography and Mythology," 3 vols. (Boston, 1849), useful though old; "Dictionary of Greek and

Roman Geography," 2 vols. (Boston, 1854, 1857); "Dictionary of Greek and Roman Antiquities," 2 vols. (third edition, London: Murray, 1890, 1891). Teacher and pupil should at least be made aware of the existence of two immense works of reference in many volumes now under way: Daremberg et Saglio, "Dictionnaire des antiquités grecques et romaines" (Paris, beginning 1873); Pauly-Wissowa, "Real-Encyclopädie der klassischen Altertumswissenschaft" (Stuttgart, beginning 1894). Many subjects are treated in a more thorough and scholarly way in these encyclopædias than elsewhere. See further Whibley, L., "Companion to Greek Studies" (Cambridge University Press, 1904), a useful book of reference; Thompson, "An Introduction to Greek and Latin Palaeography" (Oxford, 1912), the best available authority on manuscripts, writing and related subjects.

For periodical literature the student of Greek and Roman history has to depend chiefly on the various classical journals, including the "Classical Weekly" (Barnard College, New York City), valuable for book reviews and an occasional historical study; "Classical Journal" (University of Chicago Press), containing proportionally a greater number of historical papers; "Classical Philology" (University of Chicago), more advanced; "Classical Review" (London: Murray); "American Journal of Archaeology" (Macmillan); "Journal of Hellenic Studies" (London: Macmillan), mainly archaeological. In every issue of the "American Historical Review" (Macmillan) the reader will find one or more book reviews, though rarely an article, in the field of ancient history. The interest of the HISTORY TEACHER'S MAGAZINE in the subject is known to its readers.

On the Greek genius and its contributions to civilization, see Butcher, "Originality of Greece" (Macmillan, 1911); "Some Aspects of the Greek Genius" (third edition, Macmillan, 1904); Stobart, J. C., "The Glory that was Greece" (Lippincott, 1911); Mahaffy, J. P., "What have the Greeks done for Modern Civilization?" (Putnam, 1909); Livingstone, R. W., "The Greek Genius and Its Meaning to Us" (Clarendon Press, 1912); Burgh, W. G., de, "The Legacy of Greece and Rome" (London: Macdonald and Evans, 1912). It is impossible, however, to weigh, measure, or formulate the genius of any great people. An American scholar has noticed, for instance, that the distinctive features of Greek genius, as formulated by Livingstone, admirably apply to Americans. To reach a genuine appreciation of the Greeks we must study the actual products of their hands and minds.

The writer of this paper is aware that the lists contained in it are not complete. It would, in fact, surprise him if some books omitted are not more important than any mentioned; but his hope is that the titles given may prove useful in making up libraries and in indicating readings. The valuations suggested are only approximate; the correct appreciation of a historical work can be conveyed by no abbreviated process, but must be developed in the individual on the basis of a cultivated judgment and a scholarly knowledge of the subject treated.

## The Text-Book Method

BY PROFESSOR RAYNOR W. KELSEY, HAVERFORD COLLEGE, PENNA.

The writer ventures to differ from those who inveigh against the "text-book method" in the teaching of history in colleges and universities.<sup>1</sup>

At the outset doubt must be expressed as to the accuracy of the statement that "in colleges and universities the text-book method even when supplemented from other sources, is now abandoned." The writer knows personally of several first-rank colleges and universities where undergraduate courses in history are given with a text-book as a basis. Moreover in many institutions courses are offered with a syllabus as a basis and it is to be remembered that a syllabus is only a modified form of text-book, more condensed and with a little more to be "supplemented."

A prime grievance against the text-book and the text-book method seems to be that they are used in the high schools. The writer once sat in a conference of college history teachers and heard a professor suggest a certain text-book as suitable for use in a college course. Another professor (well known throughout the United States) at once objected vehemently to the use of such a book because "it is used in the high schools." The objection is expressive of the mental attitude that seeks to emphasize the difference of method in high school and college, and so becomes blinded to the fact that the fundamental processes of teaching and learning cannot be suddenly changed, but must correspond to the gradual changes in physical and mental growth. The difference of method in college and high school is a difference of degree not of kind. There is no impassable gulf fixed between the June of high school graduation and the September of college entrance.

The vital questions are: What is the purpose of a text-book? How does it function? Is this function suited to a college course? In answering these questions there is no place for prejudice against high school methods. If all high school methods are to be abolished in the college, so much the worse for the college, for high school methods are built upon the fundamental principles of the teaching art.

The thesis of this paper is that a text-book may be a valuable asset in any history course from the elementary school to the end of the undergraduate work in a university. The text-book is the outline. In the elementary school perhaps it is almost an end in itself, but even there with story and picture the teacher may build something upon the outline. In the high school, with better equipment and greater mental grasp on the part of the student still more is built upon the outline. In the college the conditions are changed in the same direction, but only progressively, not by revolution.

The text-book *must* be used in the college, or some equivalent of the text-book. If the college professor

boasts that his course is not an "information course" he yet knows very well that there must be information in the student's mind as a basis for the course and this information must not be "without form and void." If this information is in usable shape it is *outlined*. This process of outlining may be accomplished by a text-book, or by its equivalent, a syllabus,—or the professor may waste his and the student's precious time by giving a mere outline narrative of events in a course of lectures. In the last case the student will come forth with a bundle of ill-digested notes, full of gaps and "black-holes," covering the same ground that is covered by a score of well written, well proportioned text-books, any one of which he might have used.

Perhaps part of the prejudice against the use of a text-book in college comes from the fact that the ideal college text-book has not been written. The idea of text-book writers in the past seems to have been that the main requisite of a college text-book is that it should be twice as long as a high school text. Quite the opposite is true. It should be shorter if anything. Because of the greater facilities for independent study in the college, and the greater mental maturity of the student, the outline of the course should remain an *outline*, allowing scope for the student by his study and the professor by lectures and discussion to build upon it. The fatal error in writing a long college text-book lies in the fact that if the student masters it he has time for nothing else. When the text-book becomes a compendium of information it ceases to be an outline and cannot be used as such. The text-book method with an encyclopedic text-book is indeed out of place in any college.

It has seemed worth while to the writer to make an issue of this matter because he feels that a text-book is a most valuable asset as an outline for a college course, and because there seems to be an ill-grounded prejudice against the use of a text-book in college courses. As a result the lecture method in colleges has been grossly abused very often by sacrificing the time of the student and teacher to a mere narrative recital of the outline facts of history. In his undergraduate days the writer has listened solemnly and taken notes industriously, humbly, as a lecturer droned away at the merest commonplaces of history. The notes, some bushels of them, taken in those long weary days are now consigned to the attic, for all that is in them is contained in infinitely better form in two or three compact text-books on the library shelf. But the days and months are gone that might have been saved if the outline of facts had been furnished by a text-book or syllabus, and the time thus saved devoted to independent study in a great library and to constructive thinking stimulated by class discussion or by lectures devoted to elucidation or amplification.

<sup>1</sup> See article in HISTORY TEACHER'S MAGAZINE, IV, p. 153 (June, 1913).

The way of using a text-book in a college course may remain an open question. The student's knowledge of the text may be checked from time to time in class or only occasionally in examination. The elementary "text-book" facts may be occasionally reviewed in class or merely assumed in conference,

lecture, and discussion of library work. But the value of a brief text-book as an outline for a college course is very great and its use is pedagogically correct. It is for this reason that the "text-book method" in colleges and universities has not been and will not be abandoned.

## Preparation for the High School Teacher of History

BY PROFESSOR NORMAN M. TRENHOLME, UNIVERSITY OF MISSOURI.

The following brief paper aims to set forth and explain a system of preparation for high school history teaching which has been in operation in connection with the School of Education of the University of Missouri for some years. What the writer has to say, therefore, is practical rather than theoretical, and is based on close observation of teachers in process of training.

The origin of a practical system of professional training came about through the conviction that the university graduates who took up history teaching in the State were either deficient in regard to training in methods or deficient in a scholarly knowledge of history or in both. Few, if any, were adequately prepared to teach history satisfactory from the beginning. In consequence of this state of affairs the History Department and the Department of Education arranged the following system of special preparation for intending high school teachers of history and have been carrying it out successfully for a number of years. The existence of a practice high school, the University High School, where observation work, experimentation, and practice teaching can be carried on is of great help, though such a school would not be absolutely essential if observation and practice teaching could be arranged for in a public high school.

The desideratum of the intending teacher is the life certificate to teach in the schools of Missouri, and in order to receive this the candidate must fulfill the following conditions:

1. He must complete the requirements for the B.S. degree in education. This means that he must have successfully completed two full years of the academic course, and then, after being admitted to the School of Education, must have completed a major course (24 hours) in education, and a minor course (12 hours), approved by the dean of the school, in subjects related to education. In addition to the foregoing, he must have an equal amount of elective credits in courses approved by the dean.

2. He must, if history is his subject of specialization, have completed with credit fifteen hours at least of history and three hours of American government, and, in addition, a course in the teaching of history.

3. He must demonstrate his ability to teach history successfully, if that is his specialty, by practice teaching in the High School maintained for this purpose, excepting that a student who furnishes satis-

factory evidence of successful experience as a teacher of history may have such experience accepted in partial or total fulfillment of this requirement.

It is to the third division of the requirements for our specialist life certificate that I especially wish to direct attention, namely, the attempt to give preparatory professional training to those students who are deficient in successful teaching experience. During the second half of their junior year students who are specializing in history and are intending to become candidates for the life certificate in history in the School of Education are asked to report to the dean of the School of Education and to the professor of the teaching of history in order to plan and prepare for their practice teaching. The nature of their preparation in the subject matter having been considered they are tentatively assigned to certain fields and are directed to undertake a series of observations in the classes conducted by the practice teachers in the University High School. To make this observation work as practical as possible each observer is furnished with a typewritten list of directions for observation work as follows:

### *I. Recitation on the previous lesson:*

1. How was the previous lesson treated? Was the reviewing mainly done by the teacher or did the students contribute their share?

2. What points in the previous lesson were particularly emphasized? How was the relation and significance of events handled? Criticise favorably and unfavorably this part of the exercises.

3. About how much of the period was given up to this recitation?

### *II. Study of the New Lesson:*

1. What relation did the new lesson have to the previous recitation? If there was no apparent relation how was the new lesson introduced?

2. Give the types of questions asked by the teacher, noting especially those that called for thought rather than for mere facts? What proportion of the questions were "direct questions"? Did the students seem to understand and follow the teacher's questions—give examples.

3. Compare the relative amount of talking and explaining done by the teacher and the students. Were the duller students neglected by the teacher? What methods, if any, were used in the case of difficult, dull, or unprepared members of the class?



4. How was attention or interest shown by the class (voluntary discussion, questions, objections, etc.)? In case of the lack of either attention or interest, or both, what seemed to you to be the cause or causes?

5. What was the leading problem discussed in the new lesson? What were the main points made in developing this problem? Criticise the discussion from the viewpoint of application of topic to present conditions. (This last question not to apply rigidly in connection with ancient history).

6. How was the summary, if any, made at the close of the study of the new lesson? Did it seem to you to touch on the vital points in the lesson?

7. Was the time well distributed so that the lesson was well rounded?

### III. Assignment of next day's work:

1. What was the nature of the assignment—(a) for the recitation on the previous lesson; (b) for the study of the new lesson?

2. What special form or forms did these assignments take—(a) problems, (b) topics, (c) detailed questions, (d) pages? Was collateral reading assigned and if so in what books and how much?

3. How much time was given to the assignment of the next day's work?

### IV. Management:

1. Was the class-room neat, orderly, and well ventilated?

2. What maps, charts, pictures, etc., did you notice?

3. Was the behavior of the class good, and if not, what criticisms seem to you just and what causes do you assign for the poor discipline?

4. What attention, if any, was paid by the teacher to mistakes in English (grammar, pronunciation, and orthography) on the part of the students? Did the teacher commit any such mistakes? (Be specific.)

5. What impression did you get of the general management of the classroom as regards proportion of time given to the different parts of the exercise?

Having made a series of observations on the conduct of the recitation, and having submitted written reports, the prospective teacher is next trained in the organization of the coming year's work. This is done by having the student plot out the work of the year on the basis of the material in the text-book and according to time, importance, and meaning. The time element is, of course, one that has to be given attention, but the relative importance of various sections and topics in the book should also be regarded, and the whole should be so organized that the course will consist of a series of closely related problems working towards one general end. Some training is also given in the use of maps and source and collateral readings.

## Present Tendencies in High School History Teaching

BY THOMAS P. MARSHALL, HEAD OF THE HISTORY DEPARTMENT, ALAMEDA (CALIFORNIA) HIGH SCHOOL.

I have chosen as my subject this question, "Are the present tendencies in history teaching in the high school based upon sound principles?" In order that my theme may be perfectly clear, I will state what these tendencies are as I understand them to be. They are changes of content and changes of emphasis. Under the former, there has been an increase of economic and social history at the expense of the political, and the introduction of courses in local history. Under changes of emphasis the stress in ancient history has been shifted from the oriental and Greek to the Roman Empire; in European history, from the middle ages to the period since 1815; in English history from before 1485 to the nineteenth century; in American history to the period since the civil war at the expense of colonial history.

Some of these tendencies I believe to be based upon sound philosophical principles; others appear to me to be the result of a desire on the part of text-book writers to sell their effusions, or a desire of pedagogues to advertise their wares, both catering to a public which is in a most unsettled condition of thought, a frame of mind which expresses itself in socialism, in the progressive movement, and in the new democracy which is parading under an old name. The following platitudes may sound familiar. The child must learn to live in the

present, he must be taught the problems of the day that he may know how to vote, he must be made a good citizen, human efficiency must be increased, hence the emphasis must be shifted to recent years, and the difficult and musty past must be relegated to oblivion as soon as possible so that we may study the present problems; such are the sounding phrases which the history teacher or the artful principal uses to please the public.

The determination of whether or not these tendencies are sound, is postulated upon the aim of history teaching, and this in time upon the aim of education. If we are pursuing false ideas, it is not that we are laggards, but rather that we are overzealous, and that our zeal is narrow-minded, the realization of the dignity of our subject leading us unto an overwhelming vanity, perhaps even conceit; it is well for us to pause and look for a time at our subject through the other end of the telescope, namely, not from the standpoint of history as such, but of history as a small thing in the great scheme of education.

Numerous writers on pedagogy have stated what they believed the aim of education to be. All thoughtful men have discarded the materialistic view that the purpose is merely to make a living; nor is it merely a moral aim as the Herbartians believed; Bagley has

summed it up as social efficiency, the first requisite of which is that the child must be able to pull his own weight. Münsterberg believes that there are certain eternal values, such as truth, goodness, and beauty, and that the object of education is to bring the child into a realization of these values, and that he may be taught to live in such a manner that his aim will be to bring himself and his surroundings into harmony with them. To me the explanation of the aim of education is to be found in society. We, as social beings, have reared great institutions, the church, the state, the family, the schools, the business world; and we have created art, which is the expression of the beautiful. If we can fit the child so that he is adjusted to these great institutions, and mayhap find an occasional one who will do the adjusting for the betterment of these institutions, or who will further the creation of the beautiful, then the aim of education has been realized.

The part played by history teaching in this wide educational aim may now be seen in its proper perspective. History deals primarily with man's attempts at readjustment; but readjustment to what and of what? The answer is again found in society, readjustment religiously, politically, economically, intellectually, and artistically. It is our business then to teach the youth concerning those great movements which have taken place when the world at large, or a considerable part of mankind, became cognizant of an idea and attempted to put that idea into actuality.

Up to this point we have examined the subject from the standpoint of principles of pedagogy and of making known the substance of history. But there is the other side of the subject, namely the child; and what is more, a particular kind of child, the adolescent, the child which is neither a child nor a man. The high school is his peculiar institution; his problem is our problem. If we would serve him intelligently, we must understand him, otherwise we may find him of flint where we expected to find clay. Although no two children are alike, at certain fairly well-defined periods they have certain traits which are almost universally evident. The adolescent usually exhibits extreme self-consciousness, a tendency to form into groups, and a desire to take part in social, political and business affairs. The reasoning faculties are rapidly developing, although the power of analysis is usually slight and the perspective is necessarily limited. The imagination is rampant, curiosity strong, the sex-instincts vital forces. Love of experimentation and invention is evident. The child is struggling to know himself, to adjust himself to society, to learn the secrets of nature, to express and repress his individuality and finally to come into a full realization of his powers and his place in the world.

For the adolescent, history should be much besides teaching him facts to remember. It should broaden his view of man's activity, breaking down his ultra-provincial, pseudo-patriotic viewpoint, by giving him a realization of the great adjustments of the races; it should give him a stage for his imagination to play upon; the dim past should be lit with a torch in the teacher's hand. He should be shown the great poli-

cies of statesmen, thereby giving him a basis for forming judgments and understanding of human motives. He should be made to realize the place which his country, his state, and his immediate vicinity have in the world's history, and the place he himself occupies. History should open to him the possibilities of human attainment, and help to fire him with the desire to do.

One of the main objects of history teaching is the fitting for citizenship, the preparation of the youth that he may cast an intelligent vote. I have no quarrel with this idea, but rather with the method by which it is to be attained. I do not believe that the study of recent or current events will lead to an intelligent judgment for voting unless the events can be appraised in the light of the past. Much of our present history teaching is deteriorating into a discussion of events as set forth in magazines and newspapers, or in half-fledged books gotten up for political purposes. The great questions which the voter has to decide have to do with the state or with civic life; they are primarily institutional, economic, or social. The vote should not be the result of a snap judgment based upon the last magazine article, but should be decided in the light of experience of the past.

Let us suppose that the question at issue concerns the court system; would it be better for the judgment of the voter to be based upon a recent article concerning Judge Lindsey, or upon a fair understanding of the development of the English judicial system? Suppose it be the question of an eight-hour law, would it not be well to know something of the great labor movements of the past in order to decide it rightly? Or, if you please, suppose the question dealt with the direct election of United States senators or the length of the presidential term, would it not be well to know the history of representative institutions? If it be the Mexican policy of the present administration on which a citizen desires to formulate a just estimate, a knowledge of our past dealings with Spain and Mexico would aid greatly in coming to a just viewpoint. Instances might be multiplied indefinitely, and the answer in almost all cases would be the same. The past furnishes the material that will aid in forming judgments of the present.

We are living in an age of political cure-alls. We have enfranchised millions of unintelligent negroes and uneducated immigrants, and millions of women of high intellectual capacity, but who have previously given little attention to public affairs. Every voter, no matter what his education, class, or sex, has a method of solution for each and every problem. Few are willing to admit that they cannot form a just judgment on any topic. It makes no difference what the question, the army of voters marches to the polls undismayed, to cast a vote blithely on questions which the wisest kings, statesmen, political philosophers, and economists have pondered long and frequently without solution. I would not turn them from the polls, but I do believe that it is the heavy burden of the history teacher to give the developing young men and women

an intelligent basis for casting a vote, and this can never be attained by the mere study of temporary things, which have not yet fully crystallized. Only by profound study of the past can this be attained.

In the light of the principles which have been set forth, it is time to answer the question originally proposed, "*Are the present tendencies in history teaching based upon sound principles?*" To me the increased emphasis upon economic and social history is sound, for it broadens the view of the child, increases his understanding of the human kind, and gives him the substance for the forming of judgments. But when it comes to the shifting of emphasis, the pendulum begins to swing the other way. In ancient history I would push back the borders to the earliest dawn of civilization, broadening rather than contracting its limits. Greek history should not be curtailed to give more time to the Roman Empire. The Hellenic contribution to mankind is as vital as that of the Roman. We must not be enamored of philology and government, but must realize that the realm of ideas and of art is a more lasting empire than that of the Caesars. If we would have broad-minded citizens of culture rather than bigoted politicians and mere money-changers, we must expand the horizon of the ancient world.

When it comes to European and English history an analogous view maintains. Nineteenth century events lie deep rooted in the past. If we are under the impression that the French revolution and the Napoleonic era destroyed the mediaeval institutions, we are mistaken. That tremendous period of French history was a highly accelerated readjustment, it brought about rapid change, but it annihilated practically nothing. The stream of history flows on continuously and the one who comprehends this is most likely to come to sound conclusions. I dare say that there is hardly a question now pending in Europe which is not an outgrowth of the middle ages. If it be a question of church and state, as recently in Spain, the vision of Hildebrand looms large on the horizon; if it be a question of representation, the history of the English constitution emerges; if it be the Balkans, the Slavic invasions and the Turkish inroads flash across our minds; if it be the stealing of the "Mona Lisa," the Renaissance calls to us from the past.

The general view which I have thus set forth I would apply to American history as well. I would push colonial history back into its true realm, and look upon it as a part of European history, at the same time laying the foundation for United States history as such by showing the influence of new environment on institutions and on the race. I would try to break down that false notion that our history is circumscribed by the present bounds of our country. Colonial history would cease to be merely that history which deals with the thirteen English colonies. French colonial history would receive greater attention than it now does. Spain would come into her own, and we would teach the youth something besides the exploits of a few con-

quistadores. He would learn of that great colonial system which has given language, government, and religion to more than half of the Americas.

Lastly, let me speak of the offering of a course in California history in the high school. And what I say here applies equally to state history in other states. To me this is the rankest of all heresies in high school history teaching. We are striving to broaden a child's viewpoint, to get him out of his self-consciousness and self-importance, to break down his provincialism. We cannot do this by teaching him California history as such. The West and its part in American history have not been fully appreciated by our historians, especially by the New Englanders who have produced most of our histories. But the work of H. H. Bancroft, Turner, Thwaites, Paxson, Garrison, and Bolton has begun to make its impression. The history of the West, like all other parts of the world's history, should be seen in its true perspective. California history should be viewed in its place, first as a part of the great Spanish and British frontiers, and later as a part of the western expansion of the American people.

If these reasons be not sufficient to bar such a course there is a practical stumbling block in the way. We have as yet few instructors who are sufficiently equipped to teach it, and no adequate text-books fitted to high school purposes. Lastly the history of California is in the making. An immense amount of research and monograph writing must be done before the tale can be told, and he who attempts to teach it at the present time must venture into regions where almost every trail has been but imperfectly explored. There are two places in the wide field of education where California history has its place; namely, in the grammar school, where a technical knowledge of the subject is unnecessary, and in the post-graduate work of the University, where the subject is a fruitful field for investigation.

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President A. T. Hadley, of Yale, has been appointed lecturer on American history at Oxford University for 1914. The appointment is the result of a plan to foster closer relations between some of the noted European universities and Yale. President Hadley lectured on economics at the University of Berlin several years ago.

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"The Religious Beliefs of the Eskimo," according to the anthropologist, Vilhjálmur Stefánsson, are characterized by a strong faith in controlling spirits which has given a prominent place to the shaman or "medicine man." Regarding the introduction of Christianity among these people Stefánsson says: "The Eskimos already believe many mutually contradictory things, and they will continue believing them while they gladly accept and devoutly believe everything you teach them. They will (as the Christianized arctic Eskimos are in fact doing) continue believing all they used to believe and will believe all the new things on top of that. The belief in the spirit flight is as strong at Point Barrow after more than ten years of Christianity as the belief in witchcraft was in England after more than ten centuries of Christianity." ("Harper's Magazine," November.)



## Suggestions for Beginners in the Teaching of History

BY F. E. MOYER, DE WITT CLINTON HIGH SCHOOL, NEW YORK CITY.

I have been a teacher since 1897, but a teacher of history only since 1909. It has seemed to me, therefore, that I am perhaps in a position to be of some service to other teachers who are not only beginners in the history field, but also without long experience in any kind of teaching. It is my purpose to state briefly what I have done in the past three and a half years to fit myself for teaching history, with the hope that my experience may offer some guidance to my younger co-workers. It may also prove suggestive to others who have had to begin their work without adequate professional preparation.

When I was graduated from Cornell University in 1896, history had almost no recognition as a subject for teaching in high schools, not even the Report of the Committee of Seven had been written, and in spite of the fact that I had taken considerable college work in history and political science and had found that work very congenial, I felt compelled to choose a subject that then did have a recognized place in the secondary curriculum. I was planning to devote my life to high school teaching, so after graduation, I spent one semester at Jena and another at the Sorbonne preparing myself in modern languages and devoting considerable attention to pedagogy. Then followed twelve years of secondary school teaching, over half of that time being in the High School with which I am still connected.

### General Education.

I have mentioned these personal details for the purpose of emphasizing the fact that my training in education has thus far made my life far happier and, I believe, more useful than it otherwise would have been. Those twelve years of language teaching had little of drudgery in them because that training had given me an abiding interest in the problem of teaching high school pupils. It was therefore with a keen interest that I went over the whole field of general education once more, from the standpoint of a teacher of history. I began with a one-year graduate course in psychology and followed that up with a study of the recent books dealing with general education, finding Bagley's "Classroom Management" and, particularly, his "Educational Values" very helpful. Let me recommend, also, McMurtry's "Method of the Recitation" and "How to Study." Strayer's "Brief Course in the Teaching Process" has recently been highly recommended to me by a successful teacher of long experience. Every young teacher ought to be thoroughly familiar with the present status of the question of "formal discipline," at least to the extent of what is said about it by Bagley in his "Educational Values," by W. H. Heck in his "Mental Discipline and Educational Values," by Calvin in his "one learning Process," and by some of the monographs to which they refer. In the field of general education, too, he owes it to himself to be familiar with what is appearing in at least one educational periodical such as the *Educational Review* or the *School Review*. Such a periodical not only keeps him in touch with educational progress through its articles, but, particularly for the teacher in the small town with limited library facilities, proves itself very useful as a guide to the new books.

### The Teaching of History.

Coming now to the special problems of the teaching of history, I assume that even the youngest teachers know Bourne's "Teaching of History and Civics" and the Re-

ports of the Committee of Seven and of the Committee of Five. The two most useful books to supplement these I have found to be M. W. Keatinge's "Studies in the Teaching of History" and, for relief from the discouragement that Keatinge is likely to bring to the minds of young teachers who have to work with practically no equipment, J. H. Allen's "The Place of History in Education." I believe that every young teacher should read Keatinge both for suggestions of the kind of problems to set in history and for the mental stimulus that Keatinge will give him. "The history hour," says Keatinge, "can provide either a modicum of conventional knowledge of which much is almost valueless as mental content and much of which will be forgotten within a few years of leaving school; or it may supply a real training in observation, judgment and expression." How he would give this training the reader may infer from the fact that sixty of his 230 pages are devoted to a chapter on "Contemporary Documents as a Basis of Method," such documents to be used, not to construct history, but to give pupils problems and exercises suited to their strength. Keatinge believes that our schools must expect to spend money for a laboratory equipment in history, so that each pupil may take home with him a copy of the document to be studied. It is true that many teachers believe that much use of sources is impracticable in our American schools, but Mr. Keatinge's whole book is so stimulating that it ought to be read by all history teachers. Professor Allen's "Place of History in Education" is excellent in showing the possibilities to be derived from history well taught without special apparatus and should be read in connection with Keatinge.

I cannot leave this field without acknowledging my great indebtedness to two other sources of helpfulness in the special pedagogy of history. The first of these is that of frequently seeing a master teacher of the subject at work in his own classroom, an experience that has done more to influence my teaching than any other one thing. Watch a good history teacher at work as often as you can; if that is impossible, watch a good teacher at work in some other field. The teaching you remember best, probably, is that which you received in college; you therefore need to refresh your memory of excellent high school teaching, if you were so fortunate as to have it, by seeing now some excellent high school teachers at work. The other source to which I wish to acknowledge indebtedness is the HISTORY TEACHER'S MAGAZINE, of which I have been an enthusiastic reader since its beginning in 1909. I have kept every number and I intend some day, if the editors do not do it for all of us, to make a catalogue of its many pedagogical articles on special periods arranged chronologically, so that when I enter a new field in my teaching I shall have at once its suggestions at my disposal.

### The Literature of History.

Finally we come to the subject matter of our teaching, the history itself. Here I find myself most helpless, and most regretting the effort spent in other fields of work. But there are compensations. Of all teachers perhaps, the history teacher most needs to know life as a whole. I have found consolation, too, in this sentence from Keatinge: "Although it is desirable to have at a school some specialists in history, it is not essential for good teaching that the teacher must necessarily have specialized in history to the exclusion of other subjects."

As beginning teachers of history, however, we are confronted with the fact that the field of history is so vast that we feel helpless before it. What are we to do? We must understand the methods that historians use in their work and we ought to be familiar with the important results of that work. Method we can best learn, of course, by making investigations ourselves, and the many graduate courses offered in New York have helped me out in that direction. For the young teacher out of the reach of university professors and of great libraries, such a book as Professor Vincent's "Historical Research" will give a fairly good idea of the methods now used by historians in their efforts to arrive at the truth in regard to the past. But no book can be a substitute for actual work, and few teachers are so placed that some kind of historical investigation is absolutely impossible.

To the great number of histories that have been written there are reliable guides that will economize our time by leading us at once to those most important for us to know. President C. K. Adams's "Manual of Historical Literature," although old, will tell us all we need to know about many volumes of history that we can never hope to find time to read. Frederic Harrison, in his "Meaning of History" has a chapter on the great books of historical literature and James Ford Rhodes in his Essays has a chapter on "The

Profession of the Historian" that will prove to be a delight to the young teacher who has not yet read it. He discusses at some length, the reading advisable in preparation for the profession and comforts us with the thought that not even he has read all the important books. Of the Constitutional History by Stubbs, for instance, he says: "I did read one volume with interest and profit, and I hope at some future time to read the other two." Then every teacher ought to own the "Bibliography of History for Schools and Libraries," by Andrews, Gambrill and Tall. It contains the names of all the important histories published in English together with name of publisher and price and a brief paragraph of just the kind of characterization a high school teacher needs.

For keeping track of new books, the reviews in *THE HISTORY TEACHER'S MAGAZINE* and in the *American Historical Review* are perhaps the best the young teacher can use. Personally, I like to keep in touch also with other fields than history, particularly, economics and sociology, and for that purpose I find a file of the *Nation* of great service.

May I conclude by recommending a general tonic for the occasional feeling of irritability that comes to every teacher? It is Arnold Bennet's "The Human Machine," a book that gives us in a very pleasant sort of way, the kind of philosophy that we all need in our profession.

## Outline of European History

### Based on the Recommendations of the Committee of Five

BY DANIEL C. KNOWLTON, PH.D., AND ARTHUR M. WOLFSON, PH.D.

#### X. The Triumph of Democracy

##### The Problems of Contemporary Europe.

When in our treatment of the period from 1870-1914 we turn from the external relations of the states of Europe, which constituted so large a part of the aspect of modern history under consideration in the last installment of these outlines, to study their internal condition, we note even here tendencies and lines of development which are very much alike. It is impossible to view this aspect of the states of contemporary Europe in its proper light without bearing in mind certain relationships which these states have borne and still bear, one to the other, which have had much to do with shaping their domestic affairs and still continue to exercise a potent influence in this direction. The Triple Alliance and the Triple Entente, while placing heavy burdens upon the peoples of the states involved, have made it possible for them to face their domestic problems without the distractions of costly foreign wars. An examination of their domestic concerns reveals conditions which recall the changes accompanying the transition from the domestic to the factory system of industry. A further examination reveals the germination and partial fruition of those seeds of democracy which were sown in earlier centuries. It is not merely a political democracy which takes shape before our eyes, but a new social and industrial order. In 1870, we find the individual states of Europe facing problems which were in part at least a legacy from their past. The solution of some of these even to-day seems as remote as it was a generation or more ago. These problems may be traced in the main to three sources—the changed economic conditions which accompanied the industrial revolution, that spirit of unrest and protest which often accompanies a widening of the intellectual horizon, and the stress and strain which usually marks the birth of

new nations. These problems form the core of much of the internal history of these states since 1870. Their attempted solution forms a part of the story of the political and social changes which constitute the history of later epochs.

##### Political Changes Since 1870.

The political or strictly governmental changes, which have been characteristic of all the great states of Europe since 1870, bear witness to the strength of democracy and the general acceptance of the principle of constitutional government. This political transformation was accompanied by changes of a social character which it is difficult to divorce the one from the other, although an effort has been made to do this for the sake of emphasis. The individual states must be passed in review to understand the political changes involved in the triumph of the democratic ideal. The history of Germany since 1871 has shown that democracy is by no means incompatible with the existence of a powerful monarchy. To quote from a recent historian, this monarchy "has succeeded in expressing more accurately the aspirations of the nation as a whole than any representative assembly or popular press." At the same time Germany has maintained a preponderance among the other nations of Europe which has reacted upon and profoundly modified her internal development. Germany's powerful neighbor, Russia, has also been deeply stirred. She has managed to resist for a longer period than the other great states the spread of democracy, but her disastrous war with Japan, coupled with the introduction of machinery and better transportation facilities, have forced her autocrats to recognize, tentatively, at least, the principle of representative government. Since 1871 France has

been transformed from a democratic autocracy into a democratic republic and has successfully vanquished those foes within who threatened to place her among the reactionary states of Europe. Constitutional government has everywhere made rapid strides, notably in Spain and in the states of the near East, and has even been recognized among the slow-moving Turks. The suffrage has also been gradually extended, *e. g.*, in the great Austro-Hungarian Empire, in the Scandinavian North and in the Latin South. Notable forward steps politically have been taken within the past decade. Witness the expulsion of King Manuel from Portugal, the separation of Norway from Sweden, and the changes in the English system of government.

#### Social Changes.

One of the most important developments in connection with the social transformation of Europe since 1870 has been the movement for the separation of Church and State, which has led to important changes in Germany, France and England, and has been somewhat of a storm center in Italy, Spain and Portugal. The spread of socialism and socialistic teachings are decidedly phenomena of the present. To a certain extent this movement has supplanted the political strivings of the earlier decades. Schemes of social regeneration fill the air and are reflected in a considerable amount of social legislation. These social regenerators have been characterized as materialistic in their aims, whose kingdom is not of this world, who "seek for no spiritual compensations." To quote this same writer further, "the belief in the possibility of social reform by conscious effort is the most dominant current in the modern European mind; it has superseded the old belief in Liberty as the one panacea; even Bismarck paid homage to it and no modern statesman can afford to ignore it. \* \* \* The coming age will be occupied by the attempt to translate its ideals into the phrases of practical politics." (Leathes, Stanley, in Cambridge Modern History, Vol. XII, p. 15.) There has also been an advance along educational and intellectual lines and the past few decades have seen much accomplished for the emancipation of womankind.

A recent French writer insists that democratic governments are naturally pacific in character; that the years devoted to war become less and less numerous with the advance of democracy; and that there is every reason to look for the consummation of the peace movement when the world at large accepts the democratic ideal. The efforts to realize this goal, coupled with the more general recognition of the essential brotherhood of mankind, have played no inconsiderable part in the movement toward arbitration and the various proposals for world peace which began to attract attention in the closing years of the 19th century.

#### I. The domestic problems of individual states in 1870: their origin and nature.

##### 1. Conditions responsible for the problems.

- a. The industrial changes.
- b. The creation of new states.
- c. Intellectual and scientific progress.

##### 2. The problems and their importance.

- a. Militarism and the burden of armaments.
- b. Nationalistic strivings.
- c. Relations of Church and State.
- d. Free trade or protection.
- e. Illiteracy.
- f. Spread of socialism and appearance of socialist parties.

#### II. The political transformation of Europe since 1870.

##### 1. The preponderance of Germany in Europe and the maintenance of the monarchical principle.

##### a. The rule of Bismarck.

- (1) His European alliances and their effect upon Germany.

- (2) Bismarck and the Social Democrats.

##### b. The rule of William II.

- (1) The fall of Bismarck.

- (2) Aims and policies of William II.

#### 2. The maintenance of autocracy in Russia and the struggle for representative government.

##### a. Russian government and society in 1815.

##### b. The autocracy of Nicholas I (1825-1855).

##### c. The emancipation of the serfs and the Nihilist movement (1855-1894).

##### d. Alexander III and the reaction towards absolutism (1881-1894).

- (1) Influence and policies of Pobedonostef.

- (2) Policy of Russification in Finland and Poland.

##### e. Nicholas II and the struggle for representative government (1894- ).

- (1) Effects of the Industrial Revolution and the war with Japan.

- (2) The Duma and its work.

#### 3. The decline of monarchism in France and the establishment of the Third Republic.

##### a. The overthrow of the Paris Commune.

##### b. The government of Thiers.

##### c. Framing the constitution—the influence of Gambetta.

##### d. The menace of Boulangerism.

##### e. The Panama Canal scandals.

##### f. The Dreyfus case.

##### g. France to-day and its outlook for the future.

#### 4. The spread of constitutional government and the extension of the suffrage.

##### a. The establishment of the constitutional monarchy in Spain and its problems.

##### b. Electoral reform in Austria and the Compromise of 1907.

##### c. Extension of the suffrage in Sweden and the North.

##### d. The suffrage question in the Latin South.

##### e. The Turkish Revolution.

#### 5. The downfall of the monarchy in Portugal.

#### 6. The triumph of nationality in Norway, 1905.

#### 7. The breakdown of the English constitution and the Irish question.

##### a. Extension of the suffrage under Disraeli and Gladstone.

##### b. The Irish question and its solution.

- (1) The land problem.

- (2) The church-problem.

- (3) The home rule problem.

- (4) Present situation.

##### c. Lloyd George and the reform of parliament.

#### III. The social and intellectual transformation of Europe since 1870.

##### 1. The movement for the separation of church and state.

##### a. The Kulturkampf in Germany.

##### b. The separation of church and state in France, 1905-1906.



- c. Relation of the church with the government in Italy—Leo XIII and Pius X.
  - d. Disestablishment in the United Kingdom.
    - (1) In Ireland.
    - (2) In Wales.
  - e. Conditions in Spain and Portugal.
2. The spread of socialism and the increase of social legislation.
    - a. Schools of socialists.
    - b. Bismarck and German socialism.
    - c. Social legislation in England.
    - d. Rise of syndicalism.
    - e. The socialist parties and their influence.
  3. Interest in education and intellectual progress.
  4. The emancipation of women.
- IV. The peace movement and the present outlook.
1. The great powers and the secret of their strength.
  2. The Hague Conferences and the growth of arbitration.
  3. Types of government represented in Europe and present tendencies in government.

#### Bibliography.

The following books will probably prove the most useful for a general survey of this aspect of contemporary Europe: Cambridge Modern History. Vol. XII, "The Latest Age," Chapters I, III-XIII, XXII-XXIV; Seignobos, "Europe since 1814," Chapters IV, VII, X, XVI-XIX, XXI, XXIII-XXIV and Conclusion; Seignobos, *Contemporary Civilization*, pp. 299-306, Chapters XVIII-XX; Hazen, "Europe since 1815," Chapters XIV-XVI, XX-XXI, XXIV-XXVII, XXIX, XXXI-XXXII; Gooch, "History of Our Time" (1885-1911), Chapters I-V, X; Robinson and Beard, "Development of Modern Europe," Vol. II, Chapters XXIII-XXVI, XXVIII, XXXI; Robinson and Beard, "Outlines of European History," Part II, Chapters XVII-XIX, XXI, XXIV; Hawkesworth, "Last Century in Europe" (1814-1900), pp. 389-392, 405-409, 434-438, 458-460, 472-473, 489-491, 497-503, 507-512; Rose, *Development of European Nations, 1870-1900*, Vol. I, Chapters IV-VI, XI; Lowell, A. L., "Governments and Parties in Continental Europe," 2 vols. (1896); and Sears, E. H., "Outline of Political Growth in the 19th Century," Book I, Book II, Chapter IV, and Conclusion.

The following references have been selected from a great many titles possible for the study of conditions in particular countries or of particular phases of the period. In many cases the date of publication is given so that the teacher may know how far the author carries his treatment of contemporary events. For Germany: Dawson, "Evolution of Modern Germany," Chapters XXI-XXII; Dawson, "Bismarck and State Socialism;" and Shaw, S., "William of Germany" (1913). For Russia: Noble, E., "Russia and the Russians" (1900), Chapters VI-IX, XIII; Milyoukov, P., "Russia and Its Crisis" (1905); and Durand, K., "The Red Reign" (1908). For France: Bodley, J. E. C., "France," 2 vols. (1898); Lawton, F., "Third French Republic" (1909); Bodley, "Church in France" (1906), consisting of two lectures on this theme; and Lilley, A. L., "Modernism, a Record and Review" (1908), which also covers the separation of church and state. For England: Innes, "England from the Earliest Times to the Present Day" (1912), particularly Chapters XXXIV, XXXVI-XXXVIII; Paul, H., "History of Modern England" (1906), Vol. III, Chapters I-V, IX-X, XII-XIII, Vol. IV, Chapters VI, X-XII, Vol. V, Chapters I-III, V-XIV; Hayes, C. H., "British Social Politics" (1914), and the recent volume by Marriott in the "History of England," edited by

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#### ENGLISH HISTORICAL ASSOCIATION.

The seventh annual meeting of the English Historical Association was held at the University of Bristol on January 8, 9, and 10, 1914. The annual address was delivered on January 8 by the Very Reverend, The Dean of Wells, on "Some Saxon Bishops in the West."

In the evening the Bishop of Bristol, President of the Bristol Branch, gave an address on "Some Historical Notes of Local Interest." The paper which attracted the greatest interest was presented by Professor G. H. Leonard on "The Study of History and the Working Man." After commenting on the great interest shown by the members of the Workers' Educational Association in the study of economics, the speaker inquired why there was so little demand for what might be called general English history. There was at the present moment a sharp attack being made on the teachers of history, because they dwelt with those who were great in the eyes of the world. The modern historian knew very well that he must take account of the simple citizen and the people of the countryside. The speaker then discussed the charge against history that it was "not true." He further considered the question, "Is the historian a guide to the future? Is he a prophet to whom we must listen if political and social salvation is to be ours?" Professor Leonard expressed a belief that there was a new passionate hunger for knowledge amongst the best working-men of the country. They must be taught, trained; they wanted the historian. How can they hear without a teacher—a prophet to tell the truth? They could not afford to let slip the lessons of the past. A nation ignorant of its history, it had been said, was like a man without memory—he was like a child without experience.

Professor Pollard, in opening the discussion, declared that if the working classes in the past had the desire for education that the working classes of the present have, history of the past would have been very different. It was because circumstances were so different and the ambitions and desires of the working classes so different that it was possible for kings and others to do the deeds now held up to scorn and derision. The future of the working classes in relation to government was a matter for education. The question of the relation between the universities and the working classes was a bigger question than the history of the working classes. The university must be where the people lived. He did not wish in the least to depreciate the place that the older universities would continue to occupy in intellectual economy; but there were functions which it was quite impossible they could perform. All they could hope to do was to take an individual here and there and give them the special advantages of the older universities, but they would be leaving the vast majority out of consideration. That was what he called a democratic conception of university. Only the new universities would be able to meet the demand of university education on the part of the working classes.

## Reports from the Historical Field

WALTER H. CUSHING, EDITOR.

The State Normal School at Hyannis, Mass., will give, this summer, a course in Community Civics for High School Teachers. This course will be conducted by Dr. J. Lynn Barnard, of the Philadelphia School of Pedagogy. Dr. Barnard's special work at Philadelphia consists in the training of teachers of civics, and it is believed that he will make this course very practicable. A committee of Massachusetts teachers is now at work on a High School course of study in community civics. Dr. Barnard's class will review this material critically during the summer.

The Brown University Teachers' Association had its annual meeting on April 18, the general subject being "The Reorganization of History Teaching." Professor William MacDonald spoke on "College Entrance Requirements in History: Theory and Practice." Mr. J. Madison Gathany, head of the History Department of the Hope Street High School, Providence, discussed "The Reconstruction of History Teaching." Mr. Samuel Burnett Howe, of the South Side High School, Newark, N. J., spoke on "History in the Elementary Schools." A general discussion of the subject followed.

The next meeting of the Kansas Association of History Teachers will be held on November 13, 1914, at Topeka in Memorial Hall, the home of the Kansas Historical Society.

### TENNESSEE ASSOCIATION.

The annual meeting of the Tennessee History Teachers' Association was held in connection with the sessions of the Middle Tennessee Educational Association on Thursday, April 9, in the Hume Fogg High School Building, Nashville. In the absence of the president, Dean James D. Hoskins, of the University of Tennessee, the vice-president, Professor A. M. Souby, of the Department of History in the Middle Tennessee State Normal School, took the chair. There was an attendance of thirty or more. The address of the afternoon was presented by Professor Souby, who discussed "Some Phases of Normal School Work in History." Professor Souby drew upon his experience in the Department of History in the Normal School, to bring out the lack of preparation in history of the students who enter these institutions, and told how he had tried to solve the problem of preparing these students to be teachers of history.

The next speaker was Professor John H. Latane, of Johns Hopkins University, whose remarks bore on the utility of history as a part of the curriculum. Brief talks were made also by Miss Dortch, of the Hume Fogg High School; Miss Polk, of the Nashville City Schools; Mr. Moses, of Knoxville, and Miss Bloomstein, of the George Peabody College for Teachers.

On the nomination of a committee composed of Professor W. E. Everett, of Ashland City, Miss Allison, and Mr. Kemmerer, of Nashville, the following officers were elected for the ensuing year: President, St. George L. Sioussat, of Vanderbilt University; first vice-president, James D. Hoskins, of the University of Tennessee; second vice-president, W. E. Everett, of Ashland City; secretary and treasurer, A. M. Souby, of the Middle Tennessee State Normal School, Murfreesboro; assistant secretary and treasurer, Irby R. Hudson, Hume Fogg High School, Nashville. The Executive Committee is composed of the foregoing officers and the following: Miss Dortch, Hume Fogg High School, Nashville; C. P. Patterson, West Tennessee State Normal School, Memphis; William Hughes, Branham and Hughes School, Spring Hill.

Earlier in the same afternoon, before the superintendents' section of the Educational Association, a paper on "Making the History Curriculum Efficient" was read by Professor St. George L. Sioussat, of Vanderbilt University.

### NEW ENGLAND ASSOCIATION.

The annual spring meeting of the New England History Teachers' Association was held at the Museum of Fine Arts, Boston, Mass., on Saturday, May 2. In point of numbers both at the morning session and at the luncheon the attendance was the largest in ten years. Reports were received from the various committees showing renewed activities along various lines.

The collection of historical material and the reference library of text-books are now permanently housed in the museum of Fine Arts, and should prove of great service to teachers in selecting material for their classes. The Association voted to authorize the council to appoint a committee to confer with the American Historical Association and other historical organizations with a view to defining the fields of history.

The opening address was given by Dr. David Snedden, Massachusetts Commissioner of Education, who spoke on "The Purpose in History Teaching." Dr. Snedden first discussed the prevailing aims in the teaching of history and criticized the lack of connection between valid aims and existing methods.

"I have asked historians again and again just what were their ultimate objectives; and beyond certain very vague terms or statements, I have not gotten anything in the way of an answer to satisfy me. . . . I am not opposed to history teaching. On the contrary, I am appealing for history, the kind of history that will prove valuable for the social education of our boys and girls. . . . History as history should have something more definite for a purpose than the mere study of history." Among other practical suggestions, Dr. Snedden urged that pupils should have training in discriminating as to the trustworthiness of contemporary news.

Continuing, he said: "I contend that it is possible for us, by the study of society as it is about us and the study of our youth in our secondary schools, to choose a great variety of devices or practices, or forms of knowledge, that will enter into social education. Dr. Snedden advocated the study of the social or civic activities of the community, using the facts and materials of history for purposes of illustration. He would make the approach to history from the present.

"We do not need the chronological order. My idea is that instead of taking history in your secondary schools and teaching it as history in chronological order, at first you draw up a definite purpose, and then you take whatever you are working on and draw upon history for material. . . . You know perfectly well that Grecian history will never be useful to the boy in his vocation, nor the history of the Greek political parties. Of course, you can store the mind of the child with a lot of verbal statements, but that to me is a form of cold storage teaching and the material never ripens or thrives. How can you teach a child the details of Greek history and politics which you do not understand yourself, and then expect that child to pass an examination in Greek history? . . . The only form of social training that will be capable of adding economic experience and social service is to give the student that experience upon the school ground, which he will later have in actual life.

The next address was given by Professor George L. Burr, of Cornell University. His subject was "What History

Shall We Teach?" In opening, Professor Burr defended the study of history for its own sake. "It is precious for its training of the judgment and of the imagination; imagination, sympathy, interest, judgment, and, most precious of all, for the growth it gives to all our undeveloped nature. I, no more than Dr. Snedden, wish cold storage history. . . . History is nothing but traveling into time as traveling is journeying into space. What the historian gets in principles he can use in practical life; but, above all, let us have history taught by teachers who are alive. Let us have teachers who are in sympathy with their fellows.

"Between the teacher and the student there must be companionship, which in no other subject in the world is so needed as in history, for the history teacher deals with human life. The end of all good history instruction, and with all instruction is to leave men not with satiety, but with appetite. . . . Then comes that other suggestion which Dr. Snedden makes: to teach history with an object in view. I think that one of the sanest demands of our time, so far as it goes. If history does not lead us up into the life of our time, does not give us earnestness and effort, if it does not fit us to act the life that we must live with men—the men that are living about us—that history is like the work of the gardener who is planting cut flowers. The history that should teach us our own time only and help us to deal with that only, is history that is cut off from its roots. . . .

"Fellow teachers, I think the world has tried the experiment of only studying modern history. You remember what happened in the eighteenth century when men taught that all that belonged to the old days was superstition. The French Revolution has left us a heritage. Through it men have learned that those who knew only the present could not answer the arguments of the men who knew the past. And not only could they not answer the arguments of the men who knew the past, but for lack of the knowledge of the past they could not even defend their own. . . . I do not mean to say that what is central in history is that which has ceased to be; but I mean to say that we shall never understand anything that has come to be in our day unless we can see it, not only in the light of its source, but in the light of its environment; unless we can see what it is and whence it came, unless we can have a background of that from which it came, and can study and realize the struggle by which it has come to us. . . . I believe that we should teach contemporary history; I believe we should make contemporary history fit itself to all the past, but there are some things that it cannot do for us. It cannot give us emancipation from the present. If we are to be free and original men in the present, and for the present, there is nothing we need so much as ancient history."

The discussion was continued by Miss Margaret McGill, of Newton, Mr. Philip P. Chace, of Milton Academy, and Professor Frederick J. Turner, of Harvard University.

#### MIDDLE STATES ASSOCIATION.

The Association of History Teachers of the Middle States and Maryland held its twelfth annual spring meeting at Trenton and Princeton, May 1 and 2. The program as announced in the May number of THE MAGAZINE was carried out in all details, with the exception that Professors Robinson and Johnson were compelled to be absent owing to illness.

The general purpose of the Program Committee had been to hold a series of meetings to discuss the value of the

study and teaching of local and of military history. Perhaps they scarcely realized how closely these two forms were associated in the Trenton and Princeton neighborhood, but as it turned out, the program for the four sessions attained a symmetry which had hardly been hoped for by the committee. This success was due largely to the thoughtfulness of the local members and to the delightful papers upon local military history presented by Professors McElroy and Sloane.

Trenton and Princeton were not only the sites of the greatest of Washington's tactical victories, but the later place was the capital of the country after the Continental Congress left Philadelphia when threatened by a number of angry and unpaid soldiers. The incidents and topography of the battles of Trenton and Princeton, the actions of the Continental Congress while in Princeton, and the other relations of the regional history to national history were borne home to the minds of those who attended the meetings. The local members presented an excellent object lesson of the value and interest of both forms of history under consideration.

Beginning with a trip over the Trenton battlefield, led by Mr. Fisher, head of the History Department of the Trenton High School, the conference proceeded to a formal meeting at the State Normal School, at which the principal paper was one read by State Commissioner of Education Calvin N. Kendall. Dr. Kendall gave an elaborate discussion of the value of the study of local history, of the forms of local history, of the methods of studying the subject and of its place in the school curriculum. His paper will, it is hoped, be printed in THE MAGAZINE in the near future.

After a delightful ride in the late afternoon the members took dinner at the Trenton Country Club, after which there was a discussion of the value of the teaching of military history. Mr. S. B. Howe, of Newark, opposed the detailed study of military history, urging the substitution of more economic and social history in place of the narrative of military events. Professor A. C. Howland, of the University of Pennsylvania, favored a rational use of military history. The presiding officer, Mr. McKinley, pointed out some uses of military history.

The Saturday morning session was held at Princeton in old Nassau Hall, the meeting place of the Continental Congress. In these historic surroundings the association listened to papers upon the value of research in local history read by Prof. Lotané, of Johns Hopkins University, Prof. Ray, of Pennsylvania State College, and by Prof. Allison, of Colgate University. The general tenor of the papers was that there was abundant opportunity for serious historical research in the field of local political, economic, and religious history; and that without good monographic work in local history it is impossible to carry any farther many of our studies of national historical questions. Prof. McElroy, of Princeton University, closed the session with a stirring address upon Princeton in the national history, which, delivered with great effect in the historic Nassau Hall, aroused the hearers to enthusiastic appreciation.

Luncheon followed in the beautiful Proctor Hall of the Graduate College, after which Professor Sloane, of Columbia University, read a closely-reasoned account of the battle of Princeton, upon the site of which the Graduate College now stands. From the Cleveland Tower of the College the members traced the principal points of the battlefield.

At the business meeting the following officers were chosen: Prof. Henry Johnson, president; Miss Sarah A. Dynes, vice-president; Prof. Edgar Dawson, Hunter College, New York City, secretary.



Professor E. Dana Durand, of the University of Minnesota, gave four lectures last month at Harvard University, under the auspices of the Department of Economics. His subjects were, "What Shall We Do with the Trusts?" "The Necessity of Regulation of Prohibition;" and "Pending Legislation Regarding Combinations and Corporations."

Professor Durand was instructor in Economics at Harvard University from 1901 to 1903, and later was Superintendent of the National Census.

The "Harvard Press" announces the publication of corporate promotions and reorganizations, by Arthur Stone Dewing, Lecturer on Corporation Economics in Yale University.

The next meeting of the Kansas Association of History Teachers will be held at Topeka, Kansas, on November 13, 1914. A tentative program of the meeting suggests as a general theme, "American History and Civics." A committee of the association is at work preparing to present to superintendents and teachers the course in history for elementary schools as recommended by the committee of eight.

#### AMERICAN SOCIETY OF INTERNATIONAL LAW.

The eighth annual meeting of the American Society of International Law was held in Washington, D. C., April 22-25, 1914. The general subjects were: (1) "The Monroe Doctrine;" (2) "The Teaching of International Law in the Educational Institutions of the United States;" (3) "The Codification of International Law."

The opening address was delivered Wednesday evening by the Honorable Elihu Root, President of the Society. Mr. Charles Francis Adams spoke on "The Origin of the Monroe Doctrine."

The session of Thursday morning was devoted to a "Conference on the Teaching of International Law." The evening session considered "Statements, Interpretations and Applications of the Monroe Doctrine" during three periods of American history. The period from (a) 1823-1845 was considered by Professor William R. Manning, of the University of Texas; (b) the period from 1845-1870 by Professor James M. Callahan, of West Virginia University, and (c) from 1870 to the present day by Professor H. Latané, of Johns Hopkins University.

In the evening, "Misconceptions and Limitations of the Monroe Doctrine" were discussed by Honorable John W. Foster, Professor Leo S. Rowe, and Professor Eugene Wambaugh, of the Harvard Law School.

The topics Friday morning were "The Monroe Doctrine: National or International," by Professor William I. Hull, of Swarthmore College; "What Countries Benefit by the Monroe Doctrine?" by Mr. Joseph Wheelless, of St. Louis; and "The Latin-American Attitude Toward the Monroe Doctrine," by Dr. Hiram Bingham, of Yale University.

In the evening, Honorable Charlemagne Tower discussed "The European Attitude Toward the Monroe Doctrine." A comparison of the "Monroe Doctrine of 1823 with the Doctrine of the Present Day—Should It Continue to be a Policy of the United States?" was discussed by Honorable Charles B. Elliott, formerly Associate Justice of the Supreme Court of Minnesota, and Professor George H. Blakeslee, of Clark University.

On Saturday morning a report was submitted by the committee on the "Codification of International Law."

#### INDIANA ASSOCIATION.

The History Section of the Indiana State Teachers' Association met in Indianapolis on Friday and Saturday, February 13 and 14, 1914. The program was as follows: "Present-day Problems in the Teaching of Civics," by Mr.

Harry W. Wood; "Revision of the Course of Study in History," by Mr. Oscar H. Williams; "Should Indiana Have a New Constitution?" by Professor Thomas F. Moran.

Friday evening a joint session was held with the Indiana Historical Society. Professor Harlow Lindley, of Earlham College, spoke on the "Relation of Local History to General United States History." Mr. Jacob Dunn, Secretary of the Indiana Historical Society, spoke on "A Memorable Centennial," and Mr. D. C. Brown, State Librarian, spoke on "The Indiana Centennial."

At the session on Saturday morning, Professor James A. Woodburn, of Indiana University, spoke on "Recent Currency Legislation;" Mr. John A. Lapp, Director of the Indiana Bureau of Legislative Information, spoke on the "Correlation of History with Vocational Training." The Committee on Materials and Methods in Teaching Indiana History submitted a report.

The association has the following committees at work:

1. On Centennial Celebration.
2. Correlation of History and Vocational Training.
3. Revision of Course of Study.
4. Material and Methods in Teaching of Indiana History.

#### NEBRASKA HISTORY TEACHERS' ASSOCIATION.

The third annual meeting of the Nebraska History Teachers' Association was held in Lincoln, May 1 and 2, 1914. The gathering opened with a banquet Friday evening, followed by a program, "Little Lessons from the Life of Lincoln," a lantern talk by Professor C. E. Persinger; and "Recent Phases of English Radicalism," by Professor Guernsey Jones, both of the University of Nebraska.

Saturday morning a session was held, in which the following program was given:

"One Hundred Years of Peace, and Dangers That Have Threatened It," Professor H. W. Caldwell, University of Nebraska.

Report: "Demand for Material on the Hundred Years of Peace," Mr. T. V. Goodrich.

"The Use of Library Reading in the Teaching of History," Professor J. G. W. Lewis, Wayne Normal.

"Some Miscellaneous Aids in History Teaching," Miss Autumn Davies, Omaha; Miss Julia M. Wort, Lincoln.

Exhibit of English and American Maps, Dr. Guernsey Jones, Professor C. E. Persinger, Professor H. W. Caldwell, University of Nebraska.

The officers for the ensuing year are: President, Professor H. W. Caldwell, University of Nebraska; vice-president, Miss Autumn Davies, Omaha; secretary-treasurer, Miss Julia M. Wort, Lincoln. The next annual meeting will be held in Lincoln.

#### A CONFERENCE ON COMMUNITY CIVICS.

A conference of teachers from schools in Eastern Massachusetts was held in Boston on Saturday, February 14, under the auspices of the State Board of Education. Mr. Clarence D. Kingsley was in charge of the conference, which was attended by about fifty teachers. After outlining the purpose of the conference and announcing that a similar meeting will be held in Springfield on Saturday, March 7, for the benefit of teachers living in the western part of the State, Mr. Kingsley introduced Dr. J. Lynn Barnard, of the Philadelphia School of Pedagogy.

Dr. Barnard's discussion of the topic followed the general lines laid down in his contribution to the "Report on Social Studies" presented to the New England Association and republished in the December, 1913, number of THE MAGAZINE. He laid special emphasis on the importance of approaching the study of civics from the standpoint of function rather

than of machinery and deprecated the undue emphasis placed upon the study of the text of the constitution, a practice still prevalent in many schools.

A general discussion followed, which was participated in by Dr. David Snedden, commissioner of education; Miss Mable Hill, of the Dana Hall School, Wellesley; Principal Baldwin, of the Hyannis Normal School; Miss Margaret McGill, of the Newton High School; Mr. R. W. Hatch, of Somerville; Dr. John Haynes, Mr. Charles L. Reed and others. In the notice which Mr. Kingsley sent out in his call for the meeting, he requested statements from teachers as to what they were doing along the line of teaching community civics. Many interesting reports were received, but, as time did not permit the consideration of these reports, steps will be taken to make the substance of them known to other teachers. Dr. Barnard suggests the following material for a civics laboratory:

#### MATERIAL FOR CIVICS LABORATORY.

##### LAWS AND ORDINANCES.

1. State Constitution; city charter and charters of other cities; legislative hand-book; statutes of State legislature which affect city; ordinances of councils; specimens of permits and licenses, specifications, contracts for public works, franchises.

##### REPORTS.

2. Mayor's messages; reports of heads of departments; reports of private organizations in the field of municipal research; reports of charitable institutions working in municipality, with blanks and forms used by them; reports of State and National Departments of Labor, of the National Children's Bureau, and of State and National Bureaus of Statistics.

##### PLANS AND CHARTS.

3. Plans and charts showing either present or proposed public works, such as filtration, gas, water, sewage, transit, crossings of railways and highways, paving, lighting, pictures and lantern-slides of institutions such as post-office, state house, hospitals, prisons, almshouses, etc.

##### MAPS.

4. Maps of nation and State; State maps to show railway lines, political divisions, etc.; city maps, showing trade routes, industrial centers, traffic lines, wards, highways, police and fire districts, voting precincts, school districts.

##### MODELS.

5. Models of proposed improvements, such as boulevards, docks, model tenements, etc.

##### SAMPLES.

6. Samples of paving, of water at various stages of filtration, of bacteriological specimens from health department.

NOTE.—Of course, lantern slides may be used to illustrate nearly all of the foregoing material.

#### ACTUAL METHODS OF CIVICS TEACHING.

The Committee on Civic Education of the National Municipal League will be glad to receive reports of actual experience in the teaching of community civics and to serve as a channel through which to give teachers the benefit of such successful work.

The committee consists of Mr. Arthur W. Dunn, chairman; Professor J. L. Barnard, Professor Charles A. Beard, Professor John C. Dana, Mr. Maurice Fels, Miss Mabel Hill, and Superintendent Calvin N. Kendall. The address of the committee is No. 38 West Thirty-second Street, New York City.

This committee has already published a series of leaflets on the subject of civic education, which may be obtained on request. Among these leaflets, mention may be made of the following: "Training for Citizenship," "Measuring the Value of Civic Training," "How Georgia Prepares Her Teachers to Teach Citizenship." A small committee of teachers is working under the direction of the Massachusetts State Board of Education preparing an outline for a course in community civics. It is hoped that this outline may be available for teachers next fall.

The trend of instruction in elementary civics may be learned from the following questions, sent out by Mr. Dunn:

Will you cooperate with us in helping other communities increase the effectiveness of civic education on the basis of your experience and thought, by answering carefully the following questions?

1. If there is any instruction in civics in your **ELEMENTARY** schools, where and how was room found for it in the curriculum?  
If there is no such instruction, why not?
2. Is the main emphasis placed upon
  - (a) Information about government?
  - (b) Information about the **POLITICAL** relations and obligations of citizens?
  - (c) Information about the broader community relations (social, economic, etc.)?
  - (d) Formation of traits and habits of good citizenship?
3. If emphasis is placed on "d" in the last question, what civic traits and habits is it attempted to develop?  
By what methods are they developed?
4. To what extent is the object of study the **ACTUAL COMMUNITY** in which the children live, and to what extent is it a **TEXT-BOOK**?
5. What relative emphasis is given to local and to national government?  
What is the reason for this?
6. What specific preparation have the teachers of civics had for their work of training citizens?
7. Is the teaching of civics supervised, and how?
8. By what standards is the effectiveness of the instruction in civics tested?
9. Do you consider these standards satisfactory?  
If not, what would you suggest?
10. In what ways is instruction in other subjects in the course of study utilized as a means of civic training?
11. In what ways is the organization of the school life utilized as a means of civic training?
12. Is any attempt made to have the children participate in the civic activities of the community?
13. What agencies outside of the schools in your community make systematic endeavor to train for citizenship (such as Junior Civic Leagues, Boy Scouts, etc.)? (If possible, please give names and addresses of persons from whom detailed information may be secured about the agencies named.)
14. To what extent and in what manner do civic organizations, business men, or newspapers manifest interest in the training of children for citizenship?
15. If there is in your community any experiment or method that you consider particularly promising and not brought out by the above questions, please describe.
16. What improvement would you suggest either in **CONTENT** or **METHOD** of civic education?

## ANOTHER CIVICS CONFERENCE.

On Friday, March 27th, there was held in the auditorium of the Philadelphia Normal School, a conference on training in citizenship, under the auspices of thirty-three educational, social and philanthropical associations of Philadelphia. The conference was addressed by the Hon. Philander P. Claxton, United States Commissioner of Education, by Dr. Martin G. Brumbaugh, Superintendent of Schools, Philadelphia, and by Miss Louise H. Haeseler, head of the History Department of the Girls' High School, Philadelphia. The following statements were made in the course of the meeting:

## STATEMENT OF IDEALS.

1. The chief duty of the school is to train good citizens.
2. Good citizens are those who are interested in the welfare of the community and are intelligently active in helping to promote it.
3. Government, therefore, should be presented as an instrument of public service administered by officers who carry out the wishes of the people.
4. Good citizenship is constructive, not destructive—therefore history teaching should emphasize the victories of industry and science rather than those of war; the growth of harmony and co-operation among nations rather than the record of their enmities.
5. Good citizens are active citizens—therefore the child should be taught how to help in civic affairs, either as an individual or as the member of a group, and given practice in helping.
6. Good citizenship begins at home. Instruction in the civic activities immediately about him should come first.

## THREE CONCEPTIONS OF CITIZENSHIP.

## LOCAL CITIZENSHIP.

The active participation, both of child and adult, in work for civic reform, from clean streets to honest and efficient administration.

## NATIONAL CITIZENSHIP.

A broad and generous interest in great national policies unlimited by sectional lines.

An intelligent appreciation of the achievements of our country in industry, science and social reform rather than in war.

## WORLD CITIZENSHIP.

A reverence for the brotherhood of man, and a study of the agencies making for international friendship and coöperation in great social and moral causes, in contrast to war and antagonism.

An understanding of the social and economic forces which tend to unite mankind in the solution of world problems.

## ANSWERS TO INQUIRIES.

Can you give me information concerning a good syllabus of the history of education?

Ans.—The following syllabi upon this subject may be recommended:

"Outlines of the History of Education," by W. B. Aspinwall, 195 pages, \$.80 net, Macmillan Co.

"Syllabus of the History of Education," by W. J. Taylor, 138 pages, \$1.00, D. C. Heath & Co.

"Syllabus of the History of Education," by Thomas J. McEvoy, published by the author, 6—3d Avenue, Brooklyn, N. Y.

There is also a very elaborate work by E. P. Cubberley, "Syllabus of Lectures on the History of Education," \$2.60, Macmillan Co., 1904, 2d ed.

## EDITOR OF THE "HISTORY TEACHER'S MAGAZINE":

I would like very much to obtain a list of commercial histories suitable for the use of secondary students, from which I might select one for a text-book to be used in the commercial course of our collegiate institute.

MABEL DAVIS,  
Calgary, Alberta, Canada.

Ans.—The following is a brief list of works on economic and commercial history furnished by Dr. H. W. Burch, of the West Philadelphia High School for Boys:

Cheyney, Edw. P.—"An Introduction to Industrial and Social History of England." 1901. Best in field. Accurate and well arranged.

Webster, W. C.—"General History of Commerce." 526 pp. Maps. 1903, Ginn. One-third devoted to United States.

Callender, G. S.—"Selections from Economic History of United States, 1765-1860, with introductory essays." 1909, Ginn. 819 pp. Well-arranged and discriminating selections; illustrative of Economic History.

Price, L. L.—"A Short History of English Commerce and Industry." 252 pp. 1900, London. Ends with introduction of Free Trade. Based on Ashley and Cunningham.

Bogart, E. L.—"Economic History of the United States." 1907, Longmans. Traces growth of economic phases. Contains topics and questions. Bibliographies, illustrations, and maps.

Wright, Carroll D.—"Industrial Evolution of United States." 1895, Scribner. The manufacturing industry.

Coman, Katherine.—"The Industrial History of the United States." 1910. Scholarly, well written and complete. Many illustrations, maps, etc. Bibliographies.

Taussig, Frank W.—"Tariff History of the United States." 1888. Rev. 1910. Putnam. Covers more than the title indicates, and does it well.

Day, Clive.—"A History of Commerce." 1907, Longmans. Well written, comprehensive. Chapters on United States. Maps, topics and questions. Bibliographies.

Stanwood, Edward.—"American Tariff Controversies in Nineteenth Century." 2 vols. 1903, Houghton. Protectionist view of special side of economic history.

Cunningham, W.—"Growth of English Industries and Commerce." 2 vols. 1890, Cambridge. Best work in the field, but rather advanced for high schools.

Gibbins, H. DeB.—"History of Commerce in Europe." 1891, Macmillan. 233 pp.

Leone, Levi.—"History of British Commerce and of Economic Production of British Nation, 1763-1878." 580 pp. 1866, Lond.

Mayr, Richard.—"Lehrbuch der Handelsgeschichte auf Grundlage der Social- und Wirtschaftsgeschichte." 1901 A. Holder. Wien.

Risson, Paul.—"Histoire sommaire de Commerce." 384 pp. 1902, Paris.

Ashley, W. J.—"An Introduction to English Economic History and Theory." 2 vols. 1898, Putnam. Excellent, but advanced. Covers Middle Ages.

Professor George G. Wilson has been chosen a member of the board of four directors of the Revue de Droit International et de Legislation Comparée, succeeding the late Professor Westlake of Cambridge University.

THE HISTORY TEACHER'S MAGAZINE is the official organ of the Missouri Society.



## BOOK REVIEWS

EDITED BY PROFESSOR WAYLAND J. CHASE,  
UNIVERSITY OF WISCONSIN.

WEST, W. M. *American History and Government*. Chicago: Allyn and Bacon, 1913. Pp. xiii, 801. \$2.50.

FORMAN, S. E. *Advanced American History*. New York: The Century Co., 1914. Pp. xiv, 634. \$1.50.

In this as in his earlier text-books, Professor West makes it clear that the studying of history requires more labor than does the mere reading of history. Among the devices he employs to induce study are his use on the same page of a variety of styles of type to differentiate values of text matter and to measure emphasis, and of a somewhat elaborate organization of his material into sections and subsections. There are, too, in the earlier part of the book profuse suggestions to teachers regarding methods of using it. Another feature, which distinguishes it from most other text-books in this field, is his fusing of history with civil government, with the aim of making one book serve for both subjects. To effect this combination he finds it necessary to employ "Excursus" very often as a paragraph heading. Whether these excursions into civil government seriously interrupt the continuity and order of the study of history only experience with the book in the class-room can satisfactorily determine. The author claims for this book a special uniqueness because of "the emphasis laid on the deeply significant labor movement of 1825-40," and into this subject he does go much further, than other books of this sort have gone. He goes further, too, into other aspects of American history than high school texts are wont to go, and the result is that his book is very full of material. It is confessedly a text-book, but it does not specify whether for high school, senior or college freshman; possibly it is designed for either that will use it. It may be expected that some high school classes will find it too hard, though it will certainly be found stimulating by those who can use it.

Forman's text does not give this suggestion of difficulty, nor does it depart from the usual in so great a degree as West's. Yet it is not wanting in adequacy of material nor in warrant for its appearance in the text-book field.

Both of these texts stress strongly the development of the West, and both give much space to our country's history since the Civil War, bringing their accounts down to the year of publication. In this field of matters that are still controversial in their nature, both authors treat their subjects dispassionately and in ways that are not likely to provoke antagonisms. Both have abundant and serviceable references to well-chosen outside material, are written in a style clear and interesting, and are generously supplied with excellent maps. West has few pictures; Forman has many, which, though very small, are generally of value. Both books are of the first order of excellence, and deserve careful consideration from teachers.

WAYLAND J. CHASE.

GUERARD, ALBERT LEON. *French Civilization in the Nineteenth Century. A Historical Introduction*. New York: The Century Company, 1914. Pp. 312. \$3.00.

This sketch of nineteenth century France is not presented as a complete and thorough account of the subject, being the outcome of a course of lectures at Stanford University, but it is remarkably stimulating and interesting. Beginning with a chapter on "The Foundations" in which he shows the meaning of the Revolution, the author gives a survey of the varied development of French civilization.

This comprises about three-fifths of the volume. In each chapter he summarizes and interprets the salient features of political history from a broad point of view and then devotes much attention to social conditions and intellectual and cultural development. In the remainder of the book are chapters on "The Social Question," "Education," "The Religious Question," and a summary of conclusions regarding the progress of France. Each of these topics is carried back to the Revolution and treated with admirable impartiality. The author is a well-informed and cultured Frenchman and preserves excellent balance—he is not violently pessimistic or too full of optimism. Each chapter is followed by a chronological table and a brief and well-selected bibliography to enable the reader to get a start in the further pursuit of any topic. The volume is readable and interesting to the mature mind. It will be illuminating to teachers of modern European history and to all interested in French literature and social problems.

Ohio State University.

CLARENCE PERKINS.

NEWTON, ARTHUR PERCIVAL. *The Colonizing Activities of the English Puritans*. Yale Historical Publications, Miscellany, I. New Haven: Yale University Press, 1914. Pp. x, 344. \$3.00.

Mr. Newton's work is a distinct and valuable contribution in the field of historical endeavor. It conforms to the high level fixed by sound historical scholarship. Out of the manuscript records of the Providence Island Company, and other original material, unprinted and printed, he has constructed the history of Puritan colonial activity in the West Indies during the short period from 1630 to 1641. But the work has a significance and a range of interest far broader than the time, place and subject indicate. Indeed the volume is of peculiar importance and value to the student interested in the colonial era from a broad and comprehensive standpoint.

We are given a wider understanding of the whole colonial movement by the additional light thrown upon the motives and methods of colonization current at the time, and upon the conditions in England, social, economic and political, which gave rise to over-sea expansion. The book is of no small importance in pointing out the early interest in West Indian colonization, a region which came to have the chief value in the imperial schemes of Western Europe, but whose history has been faultily neglected. In these pages our knowledge of the origins of the Virginia, Plymouth, Massachusetts and Saybrook colonies has been widened. Incidentally there is set forth the identity of personnel of the leaders and adventurers in the various agencies of colonial and commercial expansion, a subject usually not given due attention, but important as showing the unity of the whole movement of expansion.

Among the broad and relatively unfamiliar points developed at length is the connection between the leaders of the Massachusetts Bay and Providence Island companies. They were drawn together by ties of Puritanism and the desire to found a haven of refuge for the persecuted of their belief. Winthrop, Dudley, Johnson and others of the Bay company were in a large measure dependent upon the political influence, assistance and counsel of Warwick, Saye, and Brooke of the Providence company. But the difference in ideals, purposes and methods of the two was striking, leading in the end to suspicion and estrangement. Both companies were organized as democratic trading corporations sanctioned by royal charter. The Massachusetts company became thoroughly merged with the colony by the transfer of charter and governing body to America where they pursued their religious

ideal with singleness of purpose. In the Providence company the mixed purposes of religion and commerce proved too incompatible, and the evils incident to the separation of colony and company proved too great to permit of success. New England Puritanism grew strong and succeeded, the Providence enterprise ended in failure.

The Puritan enterprise failed in the West Indies, but the failure was of importance in English history. The leaders remained in England to infuse into domestic political and social development Puritan ideas and ideals. It was the close connection and intercourse as members of the Providence company which gave cohesion and organization to the leaders of the opposition to royal power. To give an account of the members of the company is to call the roll of the Puritan leaders, Warwick, Rich, Saye, Brooke, Pym, Rudyerd, Sherland and others. In particular much new information is given of the life of John Pym.

Altogether it is an excellent work and a gratifying indication of the growing interest in the colonial era as a broad field of history.

W. T. ROOT.

The University of Wisconsin.

BEARD, CHARLES A. *Contemporary American History. 1877-1913.* New York: The Macmillan Co., 1914. Pp. 391. \$1.50.

This latest volume from Professor Beard's prolific and versatile pen is designed "to supply the student and general reader with a handy guide to contemporary history." The story begins with a brief but skillful account of the restoration of white supremacy in the South after the war, and of the political and social revolution which has provided most of the "issues" of the period under consideration. An outline of the political history of the years 1877-1896, and of the financial and other discontents of the same period paves the way for an interesting and able account of the campaign and election of 1896, with its underlying meanings. This chapter carries the reader almost precisely half way through the book. "Imperialism," the administrations of Roosevelt, and the political and social causes of the "disintegration" of the Republican party compose the greater part of the latter half. The final chapter is "The Campaign of 1912." An appendix containing the statistics of presidential elections, 1876-1912, and a useful bibliography complete the volume. There are no maps.

The brevity of the book is made possible by the omission of such matters as Indian wars, the Alaska seal fishery dispute, and the Alaska boundary trouble; and by the very brief discussion of much of Cleveland's second administration, the military events of the Spanish War (slightly more than three pages), and American relations in the Orient. For use in a high school or college, these parts in particular would require considerable explanation and parallel reading.

Two difficulties in the teaching of recent history are distinctly brought forward by a reading of this text. One is the question of order. Is it clearer to treat such a subject as the tariff through several administrations to some high and dry landing-place, or to take up each successive tariff in order as it appears in the general story chronologically told? Professor Beard has met the difficulty cleverly by using 1896 as the dry spot, and carrying several topics to that year before dropping them. Even this plan, however, involves repetition, as witness the reappearance (p. 142) of President Arthur's veto of the Chinese exclusion bill after it seemed to have been dealt with finally (p. 97). The other and greater difficulty in handling recent history is the question to what extent the teacher shall be an instructor in economics, finance, and allied subjects. Probably the account of the financial operations of the

Erie Railway (pp. 38-39), and of the bond sales (pp. 106-107), will not be fully intelligible to the average college student without either the background of collateral courses in the other social sciences, or considerable explanation by the instructor.

A few slight defects are worthy of passing mention. Part of the Fourteenth Amendment to the Constitution is quoted p. 54 and p. 57, both times with slight inaccuracies, and the popular votes for Cleveland and Harrison in the election of 1888 have become interchanged (p. 382). In view of the recent interest in President Cleveland's administrations and the increasingly high estimate placed upon him, more detail concerning him and the events of his second term would have been welcome. A sketch of his characteristics and philosophy, like the skillfully-drawn portraits of Conkling (pp. 51-54), and Hanna (pp. 239-246), would be valuable. The index is inadequate.

The timeliness of the book, and the keen insight into underlying meanings displayed in every chapter will commend it to high school teachers and to college classes. Professor Beard's hope that the volume will stimulate others to write on recent American history should be realized.

Dartmouth College.

CHARLES R. LINGLEY.

BROWNING, OSCAR. *A General History of the World.* New York: Longmans, Green & Co., 1913. Pp. 799. \$1.50.

One of the most encouraging characteristics in recent utterances concerning the function of history, in the opinion of the reviewer, is the emphasis placed upon the necessity of literary excellence in the writing of history. Colonel Roosevelt in his "History as Literature", and more recently, Mr. Trevelyan in his admirable essay "Clio, a Muse," have stressed this idea. "History", says Mr. Trevelyan, "is art added to scholarship. . . . It has three functions: the scientific, which sifts and accumulates fact; the imaginative, which reconstructs and generalizes; and the literary, which puts the results into a worthy narrative."

Of these three functions, the first is the one to which Mr. Browning's "History of the World" can lay claim. Its eight hundred pages fairly bristle with dates, names, and facts. In a single paragraph, the reviewer counted thirty dates, in another, sixty-eight proper nouns; paragraphs containing twenty-odd dates and forty-odd proper nouns are frequent. Warriors and statesmen, kings and queens, battles and sieges, wars and rumors of war occupy its pages to the almost entire exclusion of social, industrial, commercial, scientific, and literary factors.

The work is divided into three parts: ancient history to 565 A. D. receiving two hundred sixty pages; medieval history to 1519 A. D. receiving two hundred fifty-four pages, and modern history to 1910 A. D. receiving two hundred fifty-two pages. This is a fair allotment of space, though the reviewer believes a shorter account of ancient and medieval history and a more extended treatment of modern history preferable.

The volume contains good genealogical tables, eight maps, but no illustrations, and no aids or suggestions to teachers. Persons desiring an encyclopaedic account of the military, dynastic, and political history of the world will find this work well suited to their needs.

State Normal School of Milwaukee.

HOWARD C. HILL.

BINGHAM, HIRAM. *The Monroe Doctrine, An Obsolete Shibboleth.* New York. Yale and Oxford University Presses, 1913. Pp. IX, 154. \$1.15.

This book is primarily an historical source rather than an historical treatise, for it is intended to influence public opinion, and has actually attracted notice as a contribution

toward determining public policy. It takes, however, to some extent, an historical form, and makes an historical contribution. This is for the period dating from Secretary Olney's dispatches in the Venezuela affair. Mr. Bingham rightly points out that Olney's exposition constituted an expansion rather than an interpretation of the doctrine as announced. He brings the discussion down to date, and gives, in the appendix, documents illustrating the positions taken by President Roosevelt, Secretary Root, and Senator Lodge. His discussion assumes a knowledge of the ordinary facts, and is not self-explanatory. To the ordinary reader the most interesting feature of the book will be its well-informed treatment of Spanish-American conditions and opinion.

The University of Wisconsin.

CARL RUSSELL FISH.

HARE, CHRISTOPHER. Maximilian the Dreamer, Holy Roman Emperor, 1459-1519, New York: Charles Scribner's Sons. 1913. Pp. XXI, 310. \$3.00

One of the most fascinating personalities of the brilliant age of the renaissance was the Emperor Maximilian, called Kaiser Max by his people. Always full of energy and enthusiasm, always planting new conquests either by force of arms or by matrimonial alliances for the members of his family, yet always hampered by poverty and seldom able to carry out his plans, Maximilian was truly an imperial dreamer. He was involved in a large number of the wars and tangled alliances of the period, and his biography therefore includes a narrative of the wars for the conquest of Italy as well as some account of the Netherlands. The author has given us an interesting biography which will be attractive to the general reader interested in this period. Enough of the personal side is introduced to make the book spicy. Its style is popular, but is not lacking in scholarship. It may be recommended for public libraries, but it deals with too narrow and relatively unimportant a period to be extensively used for high school pupils' reference reading.

Ohio State University.

CLARENCE PERKINS.

HENGELMUELLER, LADISLAS, BARON. Hungary's Fight for National Existence, or the history of the Great Uprising Led by Francis Rakoczi II, 1703-1711. New York: The Macmillan Co., 1913, Pp. XX, 342. \$3.25.

The history of Hungary is little known to English and American readers and yet "no European country has a history more dramatic in its vicissitudes . . . nor one better worth studying." This is the view of James Bryce who has contributed a preface to this book followed by another preface from the pen of Theodore Roosevelt. Both these gentlemen lay stress on the importance of our knowing more about the history of central and eastern Europe.

The author of the present volume is a diplomatist of prominence, for some time Austrian Ambassador at Washington. In preparing his book Baron von Hengelmüller seems to have delved quite thoroughly into the primary sources and produced a scholarly work. In an introductory chapter of seventy-eight pages he gives a valuable summary of Hungarian history from the battle of Mohacs in 1526 to about 1700, a period of struggle against the oppressions of the Turks and the denationalizing policies of the Austrian rulers, the ostensible protectors of Hungary. The latter disliked the ancient constitution of Hungary and the diet which insisted on its observance, and tried to subvert Hungarian liberties. Religious differences also complicated the situation, for many of the Magyars had espoused Protestantism while the emperor at Vienna remained Catholic.

The remainder of the volume is a biography of Francis Rakoczi II, the great leader of Hungarian revolt against the Hapsburg emperor of Austria and king of Hungary. Through most of the great Spanish Succession War the Hungarian revolt was going on. Rakoczi received help from Louis XIV of France while the envoys of Great Britain and Holland labored to bring about peace so that the emperor's strength could all be employed in the struggle against France. It is clear, therefore, that the Hungarian war was of considerable international importance. The present volume gives a detailed account of the rising on its upward plane to 1706. In a second volume the author expects to continue the narrative to the conclusion of peace. His point of view is very fair and his literary style is good. The book is, however, burdened with considerable military detail and many names as yet unfamiliar to American readers. Yet these difficulties should not deter the historically inclined reader from acquiring information about and enthusiasm for one of the greatest men in Hungarian history.

Ohio State University.

CLARENCE PERKINS.

INNES, ARTHUR D. A History of England and the British Empire, in four volumes, Vol. I to 1485; Vol. II, 1485-1688. New York: The Macmillan Co., 1913. Pp. xxxiii, 539, xxxi, 553. \$1.60 per volume.

The title chosen for the four volumes, of which we now have the first two, is interesting. But whatever the future may have in store, it is already clear that in the first half of this ambitious work there is little new and a good deal that is disappointing. The first volume is a condensation of well known views, based, as the author states, chiefly on the series of comparatively recent political histories, on the work of Cunningham, Ashley, and Maitland, and there is a suitable acknowledgment of Stubbs, Green and Freeman. The result is a rather skillful summary, with an excellent index, the usual dynastic tables, and among other maps the apparently necessary military maps of Senlac, Bannockburn, Crecy, Agincourt, Flodden, and Marston Moor. These volumes will supply an additional alternative in lists for freshman collateral reading at times when the supply of copies of other equally adaptable books is not sufficient. So this is the net domestic result. For the "British Empire" after search we discover in Vol. II, pp. 222-228, in connection with a brief record of Elizabethan maritime interests, a section entitled "The Expansion of England"; in pp. 294-299 there is something about the "plantation type" and the "New England type" of colonies, and finally we have in ten pages at the end the whole survey of the entire Empire, 1603-88. It is true that Scotch and Irish affairs receive greater attention than is usual; but after all as a self-entitled historian of the Empire the author is apparently not "sick o' wastin' leather on these gritty pavin'-stones."

The University of Wisconsin.

A. L. P. DENNIS.

MILLER, WILLIAM. The Ottoman Empire, 1801-1913. Cambridge: The University Press, 1913. Pp. xvi, 547. \$2.50

LYBYER, ALBERT H. The Government of the Ottoman Empire in the time of Suleiman, the Magnificent. Harvard Historical Studies, XVIII. Cambridge: Harvard University Press, 1913. Pp. x, 349. \$2.00.

These two books are radically different, Miller's volume is a record of the recent decay of Ottoman external power. Lybyer's volume is a cool appraisal of domestic organization and institutional development when the Ottoman Empire was at its zenith.

The title of Miller's book is quite misleading. It is not a history of the Ottoman Empire since 1801, because in the



first place the larger Asiatic portion of Turkey is practically ignored and because it is not a history of Turkey at all. Rather it is a compact but useful narration of war, diplomacy and obvious intrigue, affecting those frontier imperial provinces which have become independent European states. Thus the Armenian question, 1887-1908, is dismissed in about four pages, the whole decade of Mehemet Ali's venture has only seven pages, and in any case, since this is primarily a diplomatic history, there is a surprisingly limited view of the mutual relation of European history and the Eastern Question. This book appears therefore to be chiefly a new, larger and much better edition of those chapters which relate to the XIX century in the author's previous volume on the Balkans. The survey ends with March, 1913. The bibliography is fair; the maps though inadequate are useful; but why, for example, do we have Jannina on the maps and Joannina in the text?

Lybyer's monograph is a scholarly contribution to the comparatively scanty English bibliography on Ottoman history. It is strictly what its title implies; and its contents, valuable for students of Turkish affairs, are also a decided addition to the material for comparative jurisprudence and to the necessarily increasing interest in the domestic and original history of a region now so important to bankers and missionaries. Thus by scrupulous attention to technique but in clear fashion the position of the conquering Turk, the encamped Muslim, unfolds as the role of the slave-family, the interests of missions and education, the organization of the army, the origin of the nobility, the functions of the court, and the administration of government successively lead to the comparative study of the "Moslem Institution" and "Ottoman Institution". Confessedly in this place this summary is nothing but a table of contents. But the result in the book is stuff for the western medievalist, for the reader of Machiavelli, the observer of sixteenth century politics, and the intelligent reader of newspapers as well as for the orientalist.

The University of Wisconsin.

A. L. P. DENNIS.

ILBERT, COURTENAY. *Methods of Legislation*. University of London Press, 1912. Pp. 80. \$1.00.

This little volume contains a single lecture delivered before the University of London in 1911. It is a very suggestive discourse upon the mechanics of legislation written in a clear and interesting style characteristic of English writers on politics. While there is little that is new, the comparisons made between American, German, French and English methods of legislative procedure places before the reader the entire subject and clears up a number of obscure points often dealt with carelessly by writers of text-books upon the subject. Those who already have a detailed knowledge of comparative legislation will find this lecture a stimulating summary. A brief appendix gives a list of the more important works upon methods of legislation in foreign countries.

Oberlin College.

K. F. GEISER.

DU PONTET, CLEMENT. *The Ancient World*, an historical sketch. New York: Longmans, Green & Co. Pp. 388. \$1.20.

Mr. Du Pontet has aimed to make ancient history interesting and real to schoolboys. He wishes to "emphasize the main outlines" and refuses "to strip the old stories of their romantic and picturesque elements." His treatment is more strictly chronological than in other books. From the time of the pyramids to Caesar, Mr. Du Pontet treats each age in succession, so that early Egyptian history is followed by early Babylonian history, the early history

of Rome precedes the tyrants in Greece, and Alexander is followed by Hannibal. Because Mr. Du Pontet tells a story, largely of military events, this treatment is not confusing as we might imagine it would be.

The best part of the books is the first third, in which the life story of the Egyptians, the Babylonians, the Hebrews and the Achaean Greeks is related, chiefly as a continuous narrative from the Egyptian point of view. The style is picturesque, the narrative deals with the people rather than with the monarchs, and the account is full of allusions to, and extracts from, ancient literature. This part of the book might very profitably be read by students who have just completed the more formal narrative given by our text-books of the twenty centuries from the pyramids to the fall of Troy. They will understand better the order of events and will feel better acquainted with the people of that remote period.

The last two-fifths of the book, from the beginning of the Persian wars to Caesar, is little more than an interesting military narrative, except for the one chapter on "A Golden Age," which deals chiefly with the art and literature of the Age of Pericles. There is no material on the period after Caesar. Practically the sole value to American readers of Mr. Du Pontet's interesting book will be found in the first half of the book.

Pasadena High School.

R. L. ASHLEY.

DAVIS, WILLIAM STEARNS. *Readings in Ancient History*. Vol. II, Rome and the West. Boston: Allyn & Bacon, 1913. Pp. 405. \$1.00.

The second volume fulfills the promise of the first volume, which was reviewed in the HISTORY TEACHER'S MAGAZINE January, 1913. This volume has the freshness and interest that marks all of Professor Davis's work. It will certainly prove for some pupils the "delectable bait" to the enjoyment of ancient authors "in the entirety" which is the hope of Professor West expressed in the introduction.

While the illustrative material extends from early Rome to 814 A.D., the selections on the last century of the Republic and the Empire are the fullest. The Empire may be considered the important feature of the volume as more than half of the book is devoted to this subject. Besides copious chapters on the founding of the Empire and the deeds of the emperors, there is a wide range of social and economic topics, as may be seen from the following titles: "A Business Panic in Rome," "How Horace Got an Education," "The Flogging Schoolmaster," "A Bill of Fare in a Great Roman Banquet," "Fires in Rome," "A Roman Seaside Villa," "Luxury in the Use of Rings," "Seneca on Slavery."

The short, clear appendix on Roman money and measures and the "Biographical Notes on Ancient Authors Cited" will be useful to pupils, while the "Select List of Books on Roman History" will be welcomed by teachers.

Davis's readings differ from other compilations in two respects: first, as the title shows, by not being confined to primary sources, but including now and then extracts from such secondary authorities as Heitman and Dill; second, by containing more material, for they have the advantage of two volumes. Therefore they will prove especially acceptable for reference libraries and for classes in schools where the pupils can afford several books.

Calumet High School, Chicago.

VICTORIA A. ADAMS.

WOODS, FREDERICK A. *The Influence of Monarchs: Steps in a New Science of History*. New York: The Macmillan Co., 1913. Pp. xiii, 422. \$2.00.

We have all become more or less familiar with the theological, the geographical, the anthropo-geographical, the

political, the economic, the individualistic, and the sociological interpretations of history. Now comes Dr. Woods with the germ-cell theory, the "gametic interpretation of history," he styles it, "gametic" being the antonym of environmental,—a "breeder's view of history"—"a view which postulates the extreme importance of heredity and of selection" in determining the progress and decline of nations.

Dr. Woods' thesis, briefly stated, is that "only very rarely has a nation progressed in its political and economic aspects save under the leadership of a strong sovereign." This has been due to the fact that "the royal breed, considered as a unit, is superior to any other one family, be it that of noble or commoner"—a superiority coming from a process of selection and breeding continued for many centuries so that royalty "has gradually formed into a distinct sub-variety of the human race" with a chance for unquestioned genius in the royal child exceeding that of the average child of average parents by several hundred thousand to one. Due then chiefly to the "positive and initiative" influence of able monarchs, progress has been made in some countries while "nations that have never had great kings have remained small, or have been absorbed by the larger" (p. 273).

So much for the thesis; now for the method and evidence by which it is supported. Beginning about the tenth century and continuing the study down to the French Revolution the successive alterations in the material conditions of fourteen European countries are compared with the personalities of their respective rulers during this period in the following manner. The history of these fourteen countries contains 368 rulers. From the standpoint of intellectual ability, these 368 rulers are classified as superior, inferior, or doubtful. Likewise, the chief economic and political changes during the reigns of these rulers are graded as progressive, declining, or doubtful. By means of parallel columns and the use of mathematical symbols, the author compares the data so obtained and arrives at the conclusion that strong, weak and mediocre monarchs are associated with strong, weak and mediocre periods in at least 60, and probably about 70, per cent. of the cases."

The question as to whether "the monarchs have influenced the conditions," or whether the "conditions have influenced the monarchs," or whether "both may be caused by some third external agency or any combination of the three" is next considered. As a result of an examination of (1) the transitional periods, (2) minorities and inter reigns, and (3) the pedigrees of monarchs, by a method which limitations of space forbid the reviewer to describe, the author concludes that the only explanation possible is that the monarchs determined the conditions. "This does not mean that the surroundings have not played some share in the whole story, it does mean that such influences are trivial, illusive and difficult to measure" (p. 256). If, then, "the work of the world has been initiated and directed by a few very great men, and if these men are the predetermined products not of outward but of inward differences, the true interpretation of history must hinge upon the gametes, and the laws of history will be found to be but a part of the laws which govern all organic life" (p. 303).

Whether Dr. Woods has furnished "the master key of history" many will doubt, but no one will question his originality. That monarchs have exerted an influence in history, most historians will freely admit; that they exerted the preponderating influence the author ascribes most will probably deny. However this unique book may be considered, teachers will find it suggestive, stimulating, and worth reading.

HOWARD C. HILL.

State Normal School, Milwaukee, Wis.

# LIST OF BOOKS ON HISTORY AND GOVERNMENT PUBLISHED IN THE UNITED STATES FROM MARCH 28 TO APRIL 25, 1914.

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- Virginia; State Library, Richmond, Dept. of Archives and History. List of the Revolutionary soldiers of Virginia [supplement]. In 2 parts. Richmond, Va.: D. Bottom. 488, 335 pp.
- Warwick, Charles F. Keystone Commonwealth, a review of the history of \* \* \* Pennsylvania. Phila., Pa.: [The Author] 439 pp. \$5.00.
- West, Willis M., compiler and editor. A source book in American history to 1787. Boston: Allyn & Bacon. 586 pp. \$1.50.
- Worcester, Dean C. The Philippines, past and present. In 2 vols. N. Y.: Macmillan. 500, 524 pp. \$6.00 net.

## Ancient History.

- Bouchier, Edmund S. Life and letters in Roman Africa. N. Y.: Oxford Univ. 134 pp. \$1.40 net.
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- Tacitus, C. Cornelius. Dialogues: Agricola, Germania. [Loeb Class. Lib.] N. Y.: Macmillan. 371 pp. \$1.50 net.
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## English History.

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- Guest, George. A social history of England. N. Y.: Macmillan. 209 pp. 40c. net.
- Heamshaw, F. J. C. England in the making [before 1066]. N. Y.: Dodge Pub. Co. 20c. net.
- Hemmeon, Morley de Wolf. Burgage tenure in medieval England. Cambridge, Mass.: Harvard Univ. 234 pp. (9 pp. bibl.) \$2.00.
- McKechnie, William S. Magna Charta. [2 ed. rev.] N. Y.: Macmillan. 530 pp. (bibl.). \$4.25 net.
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- Ramsay, Sir James H. The scholar's history of England. In 8 vols. Vols. V, VI, The Genesis of Lancaster. N. Y.: Oxford Univ. 538, 462 pp. \$9.25 net.
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- Wells, Herbert G. Social forces in England and America. N. Y.: Harper. 415 pp. \$2.00 net.

## European History.

- Bülow, Prince von. Imperial Germany. N. Y.: Dodd, Mead. 342 pp. \$3.00 net.
- Dyson, Taylor. Stories from French history. Boston: Leroy Phillips. 154 pp. 50c. net.
- Gregorovius, Ferdinand. Siciliana: sketches of Naples and Sicily in the XIX Century. N. Y.: Macmillan. 346 pp. \$1.60 net.
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- Sloane, William M. The Balkans. N. Y. and Cin.: Methodist Book Concern. 322 pp. \$1.50 net.
- Stephens, H. Morse, editor. Speeches and orators of the French Revolution. In 2 vols. Vol. I, Louis Blanc. Organization du travail; Vol. II, Emile Thomas. Histoire des ateliers nationaux. N. Y.: Oxford Univ. 316, 400 pp. Each \$2.00 net.
- Waddington, Mary A. K. My first years as a French woman, 1876-1879. N. Y.: Scribner. 278 pp. \$2.50 net.
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## Medieval History.

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- Taylor, Henry O. The medieval mind. [New ed. revised.] 2 vols. N. Y.: Macmillan. 603, 620 pp. \$5.00 net.

## Miscellaneous.

- Adams, Charles F. Transatlantic historical solidarity. N. Y.: Oxford Univ. 184 pp. \$1.75 net.
- Catholic. The. Encyclopedia. In 16 vols. Vol. 16. Index. N. Y.: Encyclopedia Press. 959 pp. \$6.00.
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## Biography.

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- Brigham, Johnson. James Harlan. Iowa City, Ia.: State Hist. Soc. 398 pp. \$2.00.
- Higginson, Mary P. T. Thomas W. Higginson; the story of his life. Boston: Houghton, Mifflin. 435 pp. (30 pp. bibl.) \$3.00 net.
- Schlüter, Herman. Lincoln, labor, and slavery. N. Y.: Socialist Literature Co., 5 Spruce St. 237 pp. \$1.00.
- Burrage, Champlin. John Penry, the so-called martyr of Congregationalism. N. Y.: Oxford Univ. 43 pp. \$1.00 net.
- Alden, Carroll S. George H. Perkins, U. S. N., his life and letters. Boston: Houghton, Mifflin. 302 pp. \$1.50 net.
- Putnam, George H. Memories of my youth, 1844-1865. N. Y.: Putnam. 447 pp. \$2.00 net.
- Rawson, Geoffrey. Life of Admiral Sir Harry Rawson, G. C. B. [etc.] N. Y.: Longmans. 296 pp. \$3.50 net.

## Government and Politics.

- Evans, Chas., and Bunn, C. O. Oklahoma history and civics. Oklahoma City, Okla.: Bunn Bros. 244 pp. 60c.
- Kawakami, Kiyoshi K. Asia at the door, a study of the Japanese question. N. Y. and Chicago: Revell. 269 pp. \$1.50.
- Lynch, Frederick H. What makes a nation great. Chicago and N. Y.: Revell. 120 pp. 75c. net.
- Mecklin, John M. Democracy and race friction. N. Y.: Macmillan. 273 pp. \$1.25 net.
- Nebraska. Constitution of the State of Nebraska, adopted 1875, with amendments to date. [1913]. Lincoln, Neb.: Woodruff Bank Note Co. 52 pp.
- Siegfried, André. Democracy in New Zealand. N. Y.: Macmillan. 398 pp. \$1.75 net.
- Tryon, James L. A permanent court of international justice. Boston, Mass.: Peace Society. 17 pp. Gratis.
- Vrooman, Carl Schurz. Initiative and Referendum in Switzerland. Wash., D. C.: Govt. Pr. Off. 14 pp.



## PERIODICAL LITERATURE

MARY W. WILLIAMS, PH.D., EDITOR.

"Alsace-Lorraine: a Study in Conquest," by David Starr Jordan, chancellor of Stanford University, appears in the May "Atlantic."

"La Revue de Paris" for April 1 contains a stimulating article by Louis Halphen on "The Renaissance of History in France at the Opening of the 19th Century."

An illustrated paper on "Fremont and Carson in Nevada," composed largely of extracts from Fremont's own account, was contributed to "Out West," for April, by George Wharton James.

"Renaissance and Reformation: the Religion of the Humanists," a study by Imbart de la Tour of the Academy, is published in "Revue des Deux Mondes" for March 15. The subject is largely limited to its French phase.

Madame de Hegermann-Lindencrone, under the title "My First Visit to the Court of Denmark," gives an amusing and instructive account of her stay in Denmark in 1877-1878 ("Harper's Magazine," April). The article is illustrated from photographs of King Christian IX and his family.

"From the Outposts, 1775—the Defense of St. John's," by Charles C. Maconochie ("Blackwood's Magazine," April), is a narrative based upon original documents by Major Preston, who, after a long defense of the fort, capitulated to the American commander Montgomery.

Tracy Barrett Kittridge was the winner in the Newman Hall Prize Essay Contest for 1912-13. His essay, "The Influence of Cardinal Newman on the Oxford Movement," appeared in the "University of California Chronicle" for January.

"The unrest in India," in the opinion of S. M. Mitra, "is due to the fact that hardly any attention is being paid by British authorities to Indian psychology." This view is presented in an article entitled, "India in 1813 and 1913," in the "Fortnightly Review" for April.

"The Inside History of the Louisiana Purchase," by Frederick Trevor Hill, the second in the series on "Adventures in American Diplomacy," may be found in the "Atlantic" for May. The account is written in popular style, but offers some little-known facts upon the subject treated.

Under the caption, "Are We Honest with Japan?" ("Century Magazine," May) James Davenport Whelpley discusses the Japanese immigration question and the situations in Japan and the United States which have given rise to it. The present methods of dealing with the question the writer declares to be mere subterfuges, and unworthy of two great nations in these days of "daylight diplomacy."

The "Century" for May publishes "An Englishman's Review of President Wilson's First Year," by A. Maurice Low. The writer treats his subject in a manner complimentary to the American Executive, and concludes with the statement that President Wilson "is the most masterful figure American politics has known, as determined as Jackson, but with the persuasion and tact that were foreign to Jackson's nature."

In connection with the increasing attention to the rapid progress of Latin-America is shown a new interest in the aboriginal culture of the Latin-American countries. Apropos of this is an article by Ellsworth Huntington, of the Department of Geography, Yale University, on "The Mystery of the Yucatan Ruins," appearing in "Harper's Magazine" for April. Professor Ellsworth advances the theory that in the days of the ancient Yucatecos distinctly different climatic conditions from the present existed in Yucatan and were influential in developing the people of the period

into the highly-inventive, industrious and progressive race which the archaeological remains prove them to have been. The article is well illustrated from photographs.

Upon the same general subject is a description of "Chan-Chan, the Ruined Chimu Capital," by Walter Vernier, published in the "Bulletin of the Pan-American Union" for March. The Chimus were the predecessors of the Incas of Peru, by whom they were conquered. Photographic reproductions of Chimu archaeological remains supplement the account.

The first meeting of England and Russia dates from the middle of the sixteenth century, and was brought about accidentally by Sebastian Cabot's voyage in search of a northeast sea route to India and China. The voyage resulted in the formation of the Russia or Muscovy commercial company. An interesting article appearing in the "Russian Review" for February describes these first relations of England with Russia. The author is Inna Lubimenka.

"A Message from Norway," by Harold Spender, is the product of the writer's recent visit to Norway. The article considers the cause of anxiety for national security which has recently seized the little nations of Northern Europe, and points out why a federation of Scandinavian countries for mutual protection is at present impossible. Though British indifference to the Danish loss of Schleswig-Holstein and to the present Russian oppression of Finland justifies Scandinavian lack of faith in British aid against possible British designs, still the author holds it unthinkable that Great Britain would stand an "idle spectator at the murder of Norway."

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### TO HELP TEACHERS DISCOVER THEIR OWN STRENGTH AND WEAKNESS

SCHOOL		GRADE		CLASSROOM INSTRUCTION CARD		H. S. YEAR		TOPIC		TESTS MADE IN	
DATE	TIME	1	TO	SUBJECT	PRESENT	REGISTER	CONFERENCE	OTHERS	PRESENT	MIN.	

### TO HELP SUPERVISORS HELP TEACHERS WHERE NEED IS GREATEST

I—PERSONALITY OF TEACHER (Check ✓)		Illustrations	
1 Teacher appears to be vigorous ..... weak ..... poised ..... nervous ..... neat ..... slovenly ..... at ease ..... embarrassed .....			
2 Voice is (Check ✓) smooth ..... harsh ..... clear ..... indistinct ..... agreeable ..... too loud .....			
3 Days absent on account of own illness since Sept. .... to date ..... during previous school year if teacher taught ..... Remarks:			
4 In her personal relations with pupils does she appear (Check ✓) to stimulate ..... to repress ..... to win cooperation ..... to antagonize ..... to be sympathetic ..... unsympathetic ..... strict ..... lax ..... even tempered ..... irritable ..... reasonable ..... unreasonable ..... genial ..... unduly serious ..... tolerant ..... intolerant ..... observant ..... unobservant .....			
II—THE RECITATION (Underscore type of lesson)		Drill, Problem, Topic, Appreciation Illustrations	
1 No. of pupils in class appearing to be interested ..... indifferent ..... energetic ..... lazy ..... independent ..... dependent .....			
2 Responses of pupils: No. giving (a) fluent topical recitations ..... (b) word or phrase responses ..... (c) sentence responses ..... (d) incoherent responses ..... (e) failing to answer .....			
3 No. of pupils in section not reciting ..... reciting once ..... twice ..... three times ..... more than three times .....			
4 No. pupils in room but not in reciting section ..... No. industrious ..... indolent ..... minding their own business ..... interfering with others .....			
5 No. of pupils asking pertinent questions of fact ..... relevant thought-provoking questions .....			
6 Time lost (Check ✓ under yes and no)		Illustrations	
(a) Calling class ..... (b) Dismissing class ..... (c) Distributing materials ..... (d) Indistinct speech of teacher ..... (e) Indistinct speech of pupils ..... (f) Unnecessary talking of teacher ..... (g) Unnecessary talking of pupils ..... (h) Failure to have devices ready ..... (i) Use of ill-adapted devices .....			

**II-7 Teaching Ability as shown by**

**a Extent to which teacher's questions are**

- (1) thought-provoking.....
- (2) calling for facts.....
- (3) suggesting the answer.....
- (4) answered by "yes" or "no".....
- (5) irrelevant.....
- (6) not definite—vague.....

**b Extent to which material to recitation is**

- (1) confined to text.....
- (2) within pupil's comprehension.....
- (3) related to children's lives and experiences.....
- (4) adapted to children's present or future needs.....
- (5) worth while.....

**c Extent to which the teaching**

- (1) is rambling.....
- (2) is formal, mechanical.....
- (3) stimulates initiative of pupils.....
- (4) requires independent thinking.....
- (5) develops pupil's resourcefulness.....
- (6) requires cooperation of pupils.....
- (7) is fixed on essentials.....
- (8) requires pupils to organize material.....
- (9) utilizes children's experience.....
- (10) clears up pupils' difficulties.....
- (11) shows use of material in solution of present or future problems.....

**Teaching Ability**

**d Extent to which pupils**

- (1) had a clear idea of purposes of lesson.....
- (2) were self-reliant.....
- (3) tested their own solutions.....
- (4) acted and thought on their own account.....
- (5) cooperated with teacher and classmates.....
- (6) persisted in getting desired result.....
- (7) differentiated between essentials and non-essentials.....
- (8) organized their material.....
- (9) seemed well-grounded in previous work.....

**Was the Assignment**

- a. definite and clear?.....
- b. related to present lesson?.....
- c. such that the pupils were prepared to attack it intelligently?.....
- d. formal—from text book?.....
- e. by topics or problems?.....
- f. hastily made at dismissal?.....
- g. omitted?.....

**Correction of Essential Errors**

- (1) Describe method used.....
- (2) Are non-essential errors too much emphasized?.....
- (3) What record is kept of recurring errors likely to retard progress of pupils?.....

**Distractions for pupils or teacher**

noise in hall..... storm.....

noise in street..... interruptions.....

**Temperature**

Bad air..... oppressive.....

Teacher made adjustments....., did nothing.....

**Evidence and Remarks**

**Evidence and Remarks**

**Not noted**

**Not at all**

**Slight**

**Medium**

**Notable**

**Notable**

**Check ✓**

**Check ✓**

**Check ✓**

**Check ✓**

**Check ✓**

**Check ✓**

**Check ✓**

**Check ✓**

**Check ✓**

**Check ✓**

**Check ✓**

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